2002-2003 District Composite Report

Beauregard Parish

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Reaching For Results

Prepared by the
Louisiana Department of Education
Cecil J. Picard, State Superintendent of Education

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For additional information, please visit the Louisiana Department of Education's web site at www.louisianaschools.net or contact:

Allen Schulenberg at allen.schulenberg@la.gov or e-mail: customerservice@la.gov
Division of Planning, Analysis and Information Resources
Telephone (225) 342-2854 or 1-877-453-2721

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Introduction

The passage of the Children First Act in 1988 ushered in a new era of data collection, analysis, and reporting about the overall quality and condition of education in Louisiana. Implemented in 1990, this major piece of legislation resulted in the publication of the *Progress Profiles (School Report Cards, District Composite Report,* and the *Louisiana State Education Progress Report)* with three main objectives: (1) to provide information about schools to parents and the general public, (2) to provide a basis for educational planning, and (3) to increase educational accountability at all levels.

The Children First Act, through its *Progress Profiles* program, also became the impetus toward the introduction of the statewide school accountability system, which was implemented in 1998-1999. The Louisiana School Accountability System, replacing the old *Progress Profiles* program, is focused on analysis and assessment of school performance with heavy emphasis on school improvement.

In its fifth year, the school accountability system has been successful in its mission, particularly in raising awareness of the importance of this initiative to our state. Furthermore, the end product of this system, the annual accountability reports, has become an important mechanism for disseminating information on the status and performance of public education in the state of Louisiana. With the induction of the new Louisiana District Accountability System in 2001-2002, two years of district-level accountability reports have been released and have added to the strength of the Louisiana accountability model.

On January 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001 (NCLB), *P.L.107-110.* This law is a blueprint of the national agenda for educational reform that Congress has enacted to ensure that no child is left behind. As such, the blueprint focuses greatly on holding school systems accountable for producing results. A major tenet of the law is "increased accountability for student performance," with an acknowledged priority of "improving the academic performance of disadvantaged children by closing the achievement gap." To meet this goal, the law cites cause for the federal investment in Title I to be spent more effectively and with greater accountability. This proposal changed previous laws by requiring states, school districts, and schools receiving Title I funds to ensure that all student groups meet high standards. Efforts to close the achievement gap revolve around the implementation of accountability and high standards, annual academic assessments, and consequences for schools that fail to educate disadvantaged students (United States Department of Education, NCLB of 2001).

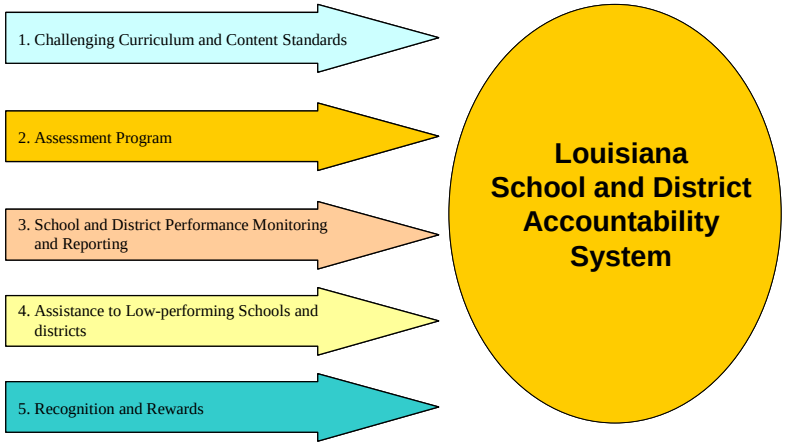
Fortunately, the existing Louisiana School and District Accountability System meets many of the requirements of the new law. The state of Louisiana was already engaged in annual assessments of its students, reporting on student groups, assessing adequate yearly progress, helping low performing schools via corrective action and technical and professional assistance, as well as rewarding high performing and growing schools. However, Louisiana had to modify and/or expand some of its existing system to come into full compliance with the new federal law. Since the signing of the NCLB law, the Louisiana Department of Education (LDE) has moved aggressively toward its implementation. All states were required to submit "Accountability Workbooks" to the U.S. Department of Education by January 31, 2003. Louisiana's "Accountability Workbook" maintained most aspects of the original accountability system while incorporating additional elements as required by NCLB. Following the peer review and revision process, Louisiana's "Accountability Workbook" was approved by the USDOE on May 17, 2003.

The new aspects of the Louisiana School and District Accountability System were reflected in the 2002-2003 school accountability release on November 20, 2003. *Education Week*, a nationally renowned K-12 education publication, ranked Louisiana's standards and accountability programs as the best in the country as part of its *Quality Counts 2004 Report*. With every state in the nation focusing on accountability because of NCLB, this is an indication that Louisiana is at the cutting edge in education reform.

Key Facets of the Louisiana School and District Accountability System

There are five key facets to Louisiana's School and District Accountability System, as shown below.

Key Facets of the Louisiana School and District Accountability System



Facet 1—Challenging Curriculum and Content Standards. In the ongoing effort to raise educational performance, the Louisiana Department of Education (LDE) substantially upgraded the curriculum for public school students via the content standards in all major subject areas beginning in 1997. In order to be prepared for the demands of the classroom and for the fiercely-competitive job market, students must demonstrate competency in certain foundation skills (communication, problem solving, resource access and utilization, linking and generating knowledge, and citizenship). These foundation skills form the base for all content standards, which reflect the essential concepts and skills students are expected to know and perform. The content standards are specified for grade ranges (e.g., K-4, 5-8, and 9-12) and are further delineated through benchmarks. The content standards have been developed for all Louisiana students, including students with disabilities, gifted and talented students, and linguistically and culturally diverse students.

In February of 2004, Louisiana released the Grade-Level Expectations (GLEs) for English language arts, mathematics, science and social studies in grades PK through 12. A GLE is a statement that defines what all students should be able to do at the end of a grade level, thus adding further definition to the content standards and benchmarks. The state's assessment programs will fully reflect the GLEs beginning in the spring of 2006.

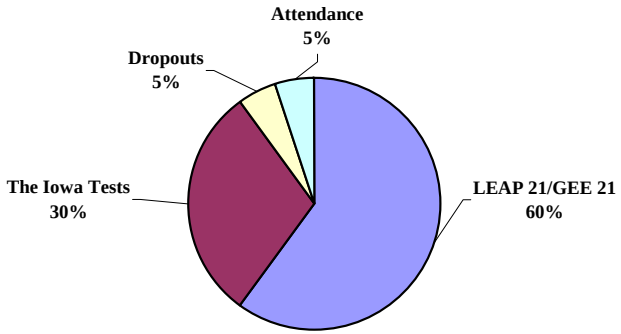
Facet 2—Assessment Program. A new, rigorous assessment program for Louisiana students began in spring of 1999. Additional assessments for high school students and students with significant disabilities have been added in recent years. The assessment program includes:

- The criterion-referenced tests (CRT), or the Louisiana Educational Assessment Program for the 21st Century (LEAP 21) tests, measure how well students master the state's content standards. The LEAP 21 tests are administered to students in 4th and 8th grades. In the spring of 2000, the English Language Arts (ELA) and the Mathematics LEAP 21 tests became high stakes tests: no 4th or 8th grade student scoring at the *Unsatisfactory* achievement level on the ELA or Mathematics test could be promoted fully to the next grade. The ELA and Mathematics tests of the new high school CRT, the Graduation Exit Examination for the 21st Century (GEE 21), were implemented in spring of 2001. The Science and Social Studies GEE 21 tests were implemented in the spring of 2002. To graduate from a Louisiana public school, a student who was a first-time 10th grader in 2000-2001 was required to score at the *Approaching Basic* achievement level or above on both the ELA and Mathematics tests. Students who were first-time 10th graders in 2001-2002 and thereafter must also score *Approaching Basic* or above on either the Science or the Social Studies test.
- The norm-referenced tests (NRT), or The Iowa Tests, compare the performance of Louisiana students to the performance of students nationally. The Iowa Tests are administered to students in grades 3, 5, 6, 7, 8 (for Option 2 students, or grade 8 repeaters on a high school campus), and 9 and to Options (PreGED/Skills) Program students.
- The LEAP Alternate Assessment (LAA) evaluates the progress of students with significant disabilities who do not participate in the typical statewide assessments (the CRT and NRT). The LAA test results were included in the school accountability results for the first time in the 2002-2003.

Facet 3—School and District Performance Monitoring and Reporting. Beginning with the 2002-2003 school accountability release, every public school was evaluated in two areas to determine if Adequate Yearly Progress (AYP) had been made. The first area is the School Performance Score (SPS) Component. Each public school is assigned an SPS on an annual basis indicating the academic status of its

students. The SPS for each school is a weighted composite index, using

SPS Indicators with Corresponding Weighting Factors



indicators and weighting factors as outlined below. To make AYP for the SPS Component, a school had to have an SPS of 45 or above. Schools are assigned Performance Labels based on the SPS and Growth Labels based on the amount of growth achieved. In prior years, the school accountability model was comprised of two-year cycles, thus labels were assigned every other year, or once per cycle. Beginning in 2002-2003, the school accountability system became an annual determination of school performance and progress; therefore, labels will be assigned every year. The second area evaluated is the Subgroup Component. To make AYP for the Subgroup Component, each subgroup must meet requirements in three areas: test participation, academic performance, and an additional academic indicator (attendance rate or non-dropout rate) for all required subgroups. These subgroups include five ethnicity subgroups, students with disabilities, limited English proficient students, economically disadvantaged students, and all students in the school.

Each district receives a District Performance Score (DPS) using the same indicators and weighting factors as the SPS. The DPS is a roll-up of the student-level SPS data for a given year. Every other year, districts receive a District Responsibility Index (DRI) and the corresponding DRI Label. The DRI focuses on responsibilities of local school boards and district administrators and is comprised of four indicators (School Improvement, LEAP 21 Passing Rate, Summer School, and Certified Teachers). District-level subgroup performance is evaluated through the Subgroup Performance Scores (GPS) roll-up of the student-level SPS data by subgroup. Beginning with the 2002-2003 release of district accountability results, districts will be evaluated to determine if AYP is made for the district-level subgroup component. This DCR will be released before that data is available.

Facet 4—Assistance to Low Performing Schools and Districts. School Improvement (SI), formerly called Corrective Actions (CA), is a facet of the accountability system intended to help low performing and stagnant schools improve. A school that does not meet performance and growth requirements will enter or move further into School Improvement. A school in School Improvement shall receive additional support and assistance with the expectation that extensive efforts shall be made by students, parents, teachers, principals, administrators, and the school board to improve student achievement at the school. There are six levels of School Improvement, SI 1 through SI 6. Only the first four levels are applicable in 2002-2003.

Movement into and among the different levels of School Improvement is essentially dependent on the school's SPS, whether AYP was made for the Subgroup Component, the amount of growth relative to the Growth Target, and the school's prior SI/CA status. The type of remedies required for a given level of SI depends on the Title I status of the school and are additive in nature as a school moves to higher SI levels.

Districts that receive the lowest DRI Label, *Unsatisfactory*, shall become subject to an operational audit. If the district receives the Unsatisfactory label again within two years, the State Board of Elementary and Secondary Education (SBESE) shall have the authority to act on the audit findings. The SBESE and the Louisiana Department of Education are currently developing procedures for assisting low-performing districts, such as training in data interpretation and improvement planning and dialogue with districts over problematic areas.

For a more detailed description of the rules and regulations which apply to School Improvement, please refer to *Bulletin 111: Louisiana School, District, and State Accountability Policy*, which can be found on the LDE's website at www.louisianaschools.net/lde/bese/home.html.

Facet 5—Recognition and Rewards. The LDE closely monitors the progress of schools against short-term goals, the Growth Targets, as

well as the long-term 2014 goal. Schools showing adequate progress by meeting or surpassing their Growth Targets are recognized with positive Growth Labels. Schools receive monetary rewards if they also show growth for two subgroups: high poverty students and students with disabilities. Reward amounts are calculated on a per pupil basis. Districts do not receive rewards but are recognized for their successes through their labels.

More information on the school accountability system can be found in Section 2, and more information on the district accountability system can be found in Section 1.

Public Reporting of Educational and Accountability Data

To offer the most comprehensive overview possible and to serve the specific needs of varied audiences, the LDE has provided three levels of reporting. Given the differences in perspective audiences as well as the differences in the intended use of this information, all levels of these reports are developed and disseminated on an annual basis.

1. *School and District Accountability Reports* are tailored to the needs of parents and the general public, as well as school and district administrators and other key personnel. Based on the NCLB requirements, all states are required to produce a state report card for every public school. Currently in Louisiana, this state report card is a combination of four reports, each created to meet the needs of different audiences. First, the *School Report Card for Parents* is written with the average parent and others of the general public in mind. It provides the highlights of the school accountability results, including the Subgroup Component. Copies of the *School Report Card for Parents* are delivered to the principals for distribution to all parents. Second, the *School Accountability Report Card for Principals*, is written to convey school level information to school administrators and faculty. It is more technical in content to provide information needed when planning school improvement efforts. Both School Report Cards provide an excellent overview of the school's performance and progress toward achieving the state's 2014 goal. Third, the *School Accountability Results Report* contains two tables (a summary of school accountability results by district and state and a listing of school-level information by district). This report is used by the media at the time of the data release, and the spreadsheet versions of this report on the web are useful to researchers wanting to further analyze the school accountability data. Finally, the *Subgroup Component Report* describes for each school the Subgroup Component of the accountability model. In addition, a report of the Subgroup Performance Scores (GPS) by school is provided on the web.

   In May 2002, the first district-wide accountability scores were released, as well as the *District Report Card*, which provides an overview of the district's performance. The *Superintendent's Diagnostic Report* provides the details of the District Responsibility Index calculations for use by district administrators. A report of various rankings (e.g., District Performance Score ranking, growth ranking) of the public school districts is contained on the web. A report of district-level Subgroup Performance Scores (GPS) is also included on the web.

2. *District Composite Reports* (DCRs) are produced for all 66 Louisiana public school districts on an annual basis. The most detailed and comprehensive of the three levels of reporting, these reports contain longitudinal data on all indicators, including the accountability performance results. The DCRs are intended to serve as an effective tool to aid policymakers and district administrators in identifying opportunities for school improvement.

3. The *Louisiana State Education Progress Report* is best suited to the needs of the general reader. It provides a succinct overview of the major characteristics of Louisiana education based on accountability results and the supporting analysis of the various indicators.

Accurate and Reliable Reporting

Measurement is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this risk, the LDE has made every effort to ensure the reliability and validity of the data reported in the accountability reports. Prior to release and publication, LDE and district staff examine each indicator through a meticulous data correction and verification process. The accountability program has grown substantially over the past

several years. The LDE has established an elaborate process for data verification and analyses to ensure that quality is an intrinsic part of each accountability report.

Key Features of This Report

Longitudinal Analysis

Up to six years of data (the current year and the five previous years where available) are presented in the *District Composite Report*. Each year, this report is updated by adding the most current year's data and deleting the data that are more than six years old. Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist users in interpreting data, tables in the *District Composite Report* have been formatted as follows:

1. *Cross-sectional data* (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
2. *Longitudinal data* are presented horizontally in rows. An individual school's progress on any single indicator can be charted over time by scanning left-to-right across columns.
3. Schools are listed in *sequential order*, based on school site code and school category.

To facilitate longitudinal and cross-sectional tracking of individual schools, the LDE has included in all the tables the six digit site code assigned to all public schools. In instances for which certain data may not be available for a school, the tilde symbol (~) will be displayed. There are also some tables for which the presence of data is "not applicable" for reasons such as the design requirements of the accountability model and the phasing in of the new criterion-referenced tests. In these cases, the notation "N/A" will be displayed. As always, longitudinal data for the prior years not contained in the current DCR are still accessible through the previous *District Composite Reports* available on the LDE web site (www.louisianaschools.net).

1998-1999 as the Initial Year of Data

The initial year of data reported in this DCR is the 1998-1999 data, where available. The 1998-1999 school year was chosen for two main reasons. First, 1998-1999 was the first year accountability results were released. Only schools with grades K-8 were included in the accountability model in 1998-1999. Second, in the 1998-1999 year the implementation of the new CRT, the LEAP 21, began with the first administration of the English Language Arts and Mathematics tests to grade 4 and 8 students.

The phasing in of the new high school CRT, the GEE 21, did not begin until 2000-2001, and subsequently grades 9 through 12 became part of the accountability model in 2000-2001. As a result, schools with grade configurations that include grades 9-12 may not have assessment and/or accountability data reported for years prior to 2000-2001.

Changes to the school accountability model in 2002-2003 have made some of the school accountability results incomparable longitudinally. In these instances, prior year accountability data have been omitted from this report and replaced with shaded cells.

School Categorization

School category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level. The indicators with category averages include class size, attendance, suspension, and expulsion. This homogeneous grouping of schools by level of instruction fosters the fairest comparisons. The **1,551** Louisiana public schools have been placed into one of the four school categories of *Elementary*, *Middle/Junior High*, *High*, and *Combination*. The specific definition for each school category is provided in Section 2 of this report.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 from 1998-1999 through 2000-2001, its longitudinal data for those years would appear in the high school category. If Central High School became a K-12 school in 2001-2002, its data for 2001-2002 and thereafter would appear in the combination school category.

Organization and Contents of this Report

This report has been organized into five sections, each encompassing a series of related educational indicators.

- *Section 1. District Summary*. The summary tables in this section offer district-level information for all indicators, including the school and district accountability results. In addition to quick-reference tables on various indicators, district socioeconomic, demographic, and financial data are also included to give a more complete picture of the Louisiana school districts. School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Section 1 presents socioeconomic and financial indicators such as parish household income, unemployment rates, district revenues, expenditures, and average teacher salaries.
- *Section 2. School Characteristics and Accountability Information*. The context within which students are educated and the level of educational resources available to them impact learning and performance results. Section 2 provides a quick summary of each school's accountability results (i.e., School Performance Score, Growth Label, Performance Label, Growth Target and School Improvement status). This section also focuses on key educational "inputs" and resources at the school level; i.e., the size of the student body and faculty, the school's category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.
- *Section 3. Student Participation.* For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Section 3 presents four indicators that provide some measure of student participation: attendance, suspensions/expulsions, retention, and dropouts.
- *Section 4. Student Achievement*. This section reports two types of school-level outputs: student performance on (1) criterion-referenced tests (CRTs), which measure students' performance on state-prescribed curricula; and (2) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The CRT results reported for grades 4 and 8 are based on the Louisiana Educational Assessment Program for the 21st Century or LEAP 21, implemented in the spring of 1999. The new Graduation Exit Examination (GEE 21), designed for high school students, is administered to initial testers in grades 10 and 11 and was implemented in spring of 2001. The NRT results, which are also part of the Louisiana Educational Assessment Program (LEAP), reflect student performance utilizing two tests. The first test, the *Iowa Tests of Basic Skills (ITBS)*, is administered to eligible students in grades 3, 5, 6, and 7; the second, the *Iowa Tests of Educational Development (ITED)*, is administered to eligible students in grade 9. The *ITED* is also administered to some grade 8 students (Option 2 students) and Options (PreGED/Skills) Program students.
- *Section 5. College Readiness*. One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. This report presents two indicators of college readiness: (1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes and (2) the percentage of first-time college freshmen who take developmental courses.

A brief narrative introduces each indicator presented in this report and is organized as follows:

- an introduction to the indicator and its significance in the study and/or promotion of student learning;
- a description of how data are organized in the accompanying table(s);
- definitions of key terms, where applicable;
- formulas/equations used to calculate statistics, where applicable; and
- the source(s) of the data presented.

A glossary at the end of this report provides operational definitions for additional key terms.

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For Additional Information

The Louisiana Department of Education maintains an extensive list of education-related publications, which are available to the general public. The following provides a listing of key reports:

Product Name	Type Of Data	Levels Included	Type of Product	Years Available	Format Available
Louisiana State Education Progress Report (State Report)	➢ Accountability and Testing ➢ Educational ➢ Demographic ➢ Some Financial	➢ District ➢ State	Paper Book	1990 to Current	❑ Paper ❑ Electronic/web ❑ CD ROM
Accountability Reports (School Report Cards)	➢ Educational ➢ Accountability & Testing	➢ School ➢ State	Paper Pamphlet	1999 to Current	❑ Paper ❑ Electronic/web
District Composite Reports (DCR)	➢ Educational ➢ Accountability & Testing ➢ Some Demographic & ➢ Financial	➢ School ➢ District ➢ State	Paper Book	1990 to Current	❑ Paper ❑ Electronic/web ❑ CD ROM
Annual Financial & Statistical Report (AFSR)	➢ Financial and Statistical Data ➢ Some Demographic	➢ District ➢ State	Paper Book	1979 to Current	❑ Paper ❑ Electronic/web
Louisiana First-Time College Freshman State Report (First-Time Freshman Report)	➢ Educational ➢ Some Demographic	➢ District ➢ State ➢ School Summary	Paper Book	1995 to Current	❑ Paper ❑ Electronic/web
Louisiana ACT Scores For Districts And Schools	➢ Testing	➢ School ➢ District ➢ State	Paper Book	1998 to Current	❑ Paper ❑ Electronic/web

For more information, please visit the LDE Web site at (www.louisianaschools.net).

Section 1. District Summary

District Indicator Summary Results 1-1

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District Indicator Summary Results

This section presents the district-level results for the six groups of education indicators. The overall objective of this section is to provide the readers with a brief summary of the district's performance in the six areas as described below. It should be noted that state level results are also included (when available) in this summary section.

1) **School Characteristics and Accountability Information:** A data summary of the district's school accountability results (i.e., Performance Labels, Growth Labels, School Improvement, Rewards, and Adequate Yearly Progress) is provided. District Accountability results are also presented, including the District Performance Score (DPS) and the district-level Subgroup Performance Scores (GPS). Both scores are roll-ups of the student-level School or Subgroup Performance Score data from one year. All school and district accountability information displayed is post-appeals. Key educational "inputs" and resources at the school level, such as the size of the student body and faculty, the school's category (e.g., elementary schools, middle schools, etc.), class size, and the academic preparation of the faculty, are presented in tables 1a through 1j, in addition to the school and district accountability information.

2) **Student Participation:** District-level summary results on four key student participation indicators, including attendance, suspensions and expulsions, retention, and dropouts, are presented in tables 2a through 2d.

3) **Student Achievement:** District-level summary results on two types of output indicators are reported. These indicators include (1) criterion-referenced tests (CRT), which measure students' performance on state-prescribed curricula; and (2) norm-referenced tests (NRT), which compare the performance of students in Louisiana with that of students nationally. These indicators can be found in tables 3a through 3c.

4) **College Readiness:** District-level summary results on two key indicators of college readiness are found in tables 4a and 4b. These indicators include (1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes; and (2) number and percent of first-time college freshmen who enroll in developmental courses.

5) **Parish Socioeconomic and Demographic Profile:** This section offers an overview of the parish's socioeconomic and demographic makeup based on the recent census data. Figure 5 presents this data.

6) **District Financial Profile:** This section offers a financial overview of the district and provides the reader with a clear picture of the financial supports within the district. Figure 6 presents various sorts of financial data.

District Indicator Results

School Characteristics and Accountability Information

Table 1a: Public Schools

District	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Total Number of Schools	13	13	12	15	14	
October 1 Membership	6,134	6,078	6,041	6,027	6,058	
Number on Free/Reduced Lunch	2,623	2,567	2,604	2,643	2,679	
Number of Faculty	457	474	475	476	471	
State						
Total Number of Schools	1,507	1,533	1,532	1,538	1,551	
October 1 Membership	766,169	753,905	741,553	730,252	729,516	
Number on Free/Reduced Lunch	441,397	442,685	433,347	432,527	443,182	
Number of Faculty	54,244	55,402	55,526	55,528	55,428	

Table 1b: Schools by Performance Label* (Starting from 2002-2003)

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
District	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Five Stars (*****)									0.0	0		
Four Stars (****)									0.0	0		
Three Stars (***)									16.7	2		
Two Stars (**)									83.3	10		
One Star (*)									0.0	0		
Academic Warning									0.0	0		
Academically Unacceptable									0.0	0		
Number of Schools									100.0	12		
State												
Five Stars (*****)									0.6	8		
Four Stars (****)									2.2	30		
Three Stars (***)									17.0	234		
Two Stars (**)									34.4	474		
One Star (*)									28.1	387		
Academic Warning									12.0	166		
Academically Unacceptable									5.8	80		
Number of Schools									100.0	1,379		

* Starting in 2002-2003, schools were assigned revised Performance Labels.

District Indicator Results

School Characteristics and Accountability Information

Table 1c: Schools By Growth Label

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
District	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
No Growth Label Assigned *	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	16.7	2		
Exemplary Academic Growth	N/A	N/A	N/A	N/A	20.0	2	N/A	N/A	0.0	0		
Recognized Academic Growth	N/A	N/A	N/A	N/A	50.0	5	N/A	N/A	16.7	2		
Minimal Academic Growth	N/A	N/A	N/A	N/A	30.0	3	N/A	N/A	50.0	6		
No Growth	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	16.7	2		
School In Decline	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	0.0	0		
Number of Schools	N/A	N/A	N/A	N/A	100.0	10	N/A	N/A	100.0	12		
State												
No Growth Label Assigned *	N/A	N/A	N/A	N/A	5.8	68	N/A	N/A	12.7	174		
Exemplary Academic Growth	N/A	N/A	N/A	N/A	43.6	514	N/A	N/A	9.5	130		
Recognized Academic Growth	N/A	N/A	N/A	N/A	25.5	301	N/A	N/A	19.4	267		
Minimal Academic Growth	N/A	N/A	N/A	N/A	18.0	212	N/A	N/A	36.1	496		
No Growth	N/A	N/A	N/A	N/A	4.7	55	N/A	N/A	16.2	222		
School In Decline	N/A	N/A	N/A	N/A	2.5	29	N/A	N/A	6.2	85		
Number of Schools	N/A	N/A	N/A	N/A	100.0	1,179	N/A	N/A	100.0	1,374		

* No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.

N/A = Not Applicable: Growth Labels have been assigned once every two years.

District Indicator Results

School Characteristics and Accountability Information

Table 1d: Schools By Level of School Improvement*

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
District	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Not in School Improvement (SI)									83.3	10		
School Improvement 1 (SI 1)									16.7	2		
School Improvement 2 (SI 2)									0.0	0		
School Improvement 3 (SI 3)									0.0	0		
School Improvement 4 (SI 4)									0.0	0		
School Improvement 5 (SI 5)									0.0	0		
School Improvement 6 (SI 6)									0.0	0		
State												
Not in School Improvement (SI)									55.5	765		
School Improvement 1 (SI 1)									39.5	545		
School Improvement 2 (SI 2)									3.8	52		
School Improvement 3 (SI 3)									0.4	6		
School Improvement 4 (SI 4)									0.8	11		
School Improvement 5 (SI 5)									0.0	0		
School Improvement 6 (SI 6)									0.0	0		

* Starting in 2002-2003, schools that do not meet the performance and growth requirements are placed in School Improvement.

District Indicator Results

School Characteristics and Accountability Information

Table 1e: Reward Data

District	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Schools Eligible for Receiving Rewards	N/A	N/A	N/A	N/A	70.0	7	N/A	N/A	16.7	2		
State												
Schools Eligible for Receiving Rewards	N/A	N/A	N/A	N/A	68.2	804	N/A	N/A	24.2	333		

Table 1f: District Accountability and Subgroup Performance Scores*

District	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
K-8 Grades only						
District Performance Score (DPS)			94.5	94.9	~	
Subgroup Performance Scores (GPS)						
- African American/Black			73.0	73.5	~	
- American Indian/Native Alaskan			96.1	~	~	
- Asian/Pacific Islander			121.3	~	~	
- Hispanic			107.8	84.9	~	
- White			98.6	99.2	~	
- Economically Disadvantaged (Free and Reduced Lunch)			79.7	80.7	~	
- Students with Disabilities			39.1	49.2	~	
- Limited English Proficient (LEP)			~	~	~	
K-12 Grades						
District Performance Score (DPS)			~	95.0	~	
Subgroup Performance Scores (GPS)						
- African American/Black			~	73.9	~	
- American Indian/Native Alaskan			~	~	~	
- Asian/Pacific Islander			~	~	~	
- Hispanic			~	92.5	~	
- White			~	99.6	~	
- Economically Disadvantaged (Free and Reduced Lunch)			~	79.7	~	
- Students with Disabilities			~	44.5	~	
- Limited English Proficient (LEP)			~	~	~	

N/A = Not Applicable: School rewards have been determined and distributed once every two years.

~ = Unavailable or insufficient data

* District Performance Scores and district subgroup reporting started in 2000-2001 for K-8 grades only and was expanded to grades (K-12) beginning with 2001-2002. 2002-2003 data were not available at the time of this publication.

District Indicator Results

School Characteristics and Accountability Information

Table 1f: State Accountability and Subgroup Performance Scores*

State	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
K-8 Grades only						
State Performance Score			80.8	80.8	~	
Subgroup Performance Scores (GPS)						
- African American/Black			60.3	59.9	~	
- American Indian/Native Alaskan			79.7	76.1	~	
- Asian/Pacific Islander			101.5	103.3	~	
- Hispanic			83.4	83.1	~	
- White			100.9	100.9	~	
- Economically Disadvantaged (Free and Reduced Lunch)			69.2	68.5	~	
- Students with Disabilities			42.9	48.9	~	
- Limited English Proficient (LEP)			71.6	77.9	~	
K-12 Grades						
State Performance Score			~	77.6	~	
Subgroup Performance Scores (GPS)						
- African American/Black			~	55.7	~	
- American Indian/Native Alaskan			~	74.4	~	
- Asian/Pacific Islander			~	101.5	~	
- Hispanic			~	79.9	~	
- White			~	98.0	~	
- Economically Disadvantaged (Free and Reduced Lunch)			~	64.8	~	
- Students with Disabilities			~	42.1	~	
- Limited English Proficient (LEP)			~	72.7	~	

~ = Unavailable or insufficient data

* State Performance Scores and State subgroup reporting started in 2000-2001 for K-8 grades only and was expanded to grades (K-12) beginning with 2001-2002. 2002-2003 data were not available at the time of this publication.

District Indicator Results

School Characteristics and Accountability Information

Table 1g: Adequate Yearly Progress (AYP) Data*

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
District	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Made AYP for SPS Component									100.0	12		
Made AYP for Subgroup Component									100.0	12		
State												
Made AYP for SPS Component									94.9	1,282		
Made AYP for Subgroup Component									93.8	1,237		

Table 1h: Faculty Degree Data

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
District	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Faculty with a Master's Degree or Higher	39.8	182	37.1	176	35.8	170	34.9	166	34.8	164		
State												
Faculty with a Master's Degree or Higher	38.9	21,115	37.9	21,017	37.5	20,846	37.2	20,663	36.9	20,425		

Table 1i: Teacher Quality**

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
District	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Core Classes*** Taught by Highly Qualified Teachers									84.6	884		
State												
Core Classes*** Taught by Highly Qualified Teachers									85.6	101,778		

~ = Unavailable or insufficient data

* Beginning in 2002-2003, AYP was determined for each school.

** This information became available for reporting starting in 2002-2003.

*** Core classes are English, math, science, social studies, foreign languages and the arts.

District Indicator Results

School Characteristics and Accountability Information

Table 1j: Class Size Characteristics

District	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Elementary Schools												
Class Size Range 1 - 20	23.8	39	30.1	28	44.9	44	25.1	49	34.0	67		
Class Size Range 21 - 26	76.2	125	65.6	61	45.9	45	59.5	116	61.4	121		
Class Size Range 27 - 33	0.0	0	4.3	4	9.2	9	15.4	30	4.6	9		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Middle/Jr. High Schools												
Class Size Range 1 - 20	40.9	63	41.7	63	46.7	71	45.8	71	31.8	48		
Class Size Range 21 - 26	39.6	61	43.1	65	44.7	68	37.4	58	37.1	56		
Class Size Range 27 - 33	19.5	30	15.2	23	8.6	13	16.8	26	31.1	47		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
High Schools												
Class Size Range 1 - 20	43.2	175	49.8	203	37.5	146	49.6	278	48.1	258		
Class Size Range 21 - 26	38.8	157	34.8	142	47.6	185	34.3	192	34.7	186		
Class Size Range 27 - 33	18.0	73	15.4	63	14.9	58	16.1	90	17.2	92		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Combination Schools												
Class Size Range 1 - 20	61.8	247	54.6	234	61.1	270	64.3	164	76.5	218		
Class Size Range 21 - 26	27.8	111	33.1	142	31.5	139	27.8	71	16.1	46		
Class Size Range 27 - 33	10.5	42	12.4	53	7.5	33	7.8	20	7.4	21		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
All Schools												
Class Size Range 1 - 20	46.7	524	48.8	528	49.1	531	48.2	562	50.6	591		
Class Size Range 21 - 26	40.4	454	37.9	410	40.4	437	37.5	437	35.0	409		
Class Size Range 27 - 33	12.9	145	13.2	143	10.5	113	14.3	166	14.5	169		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		

~ = Unavailable or insufficient data

District Indicator Results

School Characteristics and Accountability Information

Table 1j: Class Size Characteristics

State	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Elementary Schools												
Class Size Range 1 - 20	38.0	13,039	45.3	16,211	47.0	17,287	49.5	18,310	52.6	20,991		
Class Size Range 21 - 26	49.1	16,818	42.2	15,110	42.7	15,706	41.6	15,403	39.6	15,824		
Class Size Range 27 - 33	12.9	4,417	12.4	4,441	10.2	3,753	8.9	3,275	7.8	3,099		
Class Size Range 34 +	0.0	2	0.2	59	0.1	25	0.0	3	0.0	6		
Middle/Jr. High Schools												
Class Size Range 1 - 20	29.4	8,677	31.9	9,570	32.4	9,907	33.6	10,262	35.8	10,976		
Class Size Range 21 - 26	39.6	11,706	39.3	11,800	40.8	12,465	41.3	12,612	41.3	12,652		
Class Size Range 27 - 33	31.1	9,181	28.8	8,625	26.8	8,187	25.1	7,682	22.9	7,011		
Class Size Range 34 +	0.0	1	0.0	1	0.0	0	0.0	4	0.0	0		
High Schools												
Class Size Range 1 - 20	37.8	18,806	39.7	20,058	41.4	20,349	44.1	21,731	45.5	22,297		
Class Size Range 21 - 26	31.6	15,740	30.9	15,609	30.3	14,875	29.4	14,476	29.5	14,465		
Class Size Range 27 - 33	30.6	15,231	29.4	14,864	28.3	13,877	26.5	13,025	24.9	12,210		
Class Size Range 34 +	0.0	3	0.0	5	0.0	11	0.0	8	0.0	20		
Combination Schools												
Class Size Range 1 - 20	62.0	5,735	64.7	5,884	66.5	5,879	67.6	6,091	71.8	6,909		
Class Size Range 21 - 26	25.8	2,386	26.0	2,361	24.4	2,155	23.2	2,090	20.8	2,001		
Class Size Range 27 - 33	12.2	1,123	9.3	844	9.1	800	9.2	827	7.4	707		
Class Size Range 34 +	0.0	1	0.0	0	0.0	3	0.0	0	0.0	2		
All Schools												
Class Size Range 1 - 20	37.7	46,257	41.2	51,723	42.6	53,422	44.8	56,394	47.4	61,173		
Class Size Range 21 - 26	38.0	46,650	35.8	44,880	36.1	45,201	35.4	44,581	34.8	44,942		
Class Size Range 27 - 33	24.4	29,952	22.9	28,774	21.3	26,617	19.7	24,809	17.8	23,027		
Class Size Range 34 +	0.0	7	0.1	65	0.0	39	0.0	15	0.0	28		

~ = Unavailable or insufficient data

District Indicator Results

Student Participation

	Table 2a: Student Attendance					
	1998-99	**1999-00**	**2000-01**	**2001-02**	**2002-03**	**2003-04**
District	*Percent*	*Percent*	*Percent*	*Percent*	*Percent*	*Percent*
Elementary Schools	95.6	95.2	94.8	95.2	94.7	
Middle/Jr. High Schools	94.2	94.9	94.4	94.6	94.1	
High Schools	92.9	93.3	93.6	94.8	94.7	
Combination Schools	94.2	94.5	93.4	93.8	93.6	
All Schools	94.3	94.4	94.0	94.8	94.5	
State						
Elementary Schools	95.2	95.5	95.1	95.3	94.8	
Middle/Jr. High Schools	92.9	93.4	93.1	93.2	93.0	
High Schools	90.9	91.5	91.3	91.3	91.4	
Combination Schools	94.1	94.0	93.3	93.5	93.0	
All Schools	93.5	94.0	93.7	93.8	93.5	

~ = Unavailable or insufficient data

District Indicator Results

Student Participation

Table 2b: Student Suspensions and Expulsions

District	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District (Elementary Schools)												
Suspended (In School)	3.2	67	3.3	72	6.0	132	8.5	222	5.6	146		
Suspended (Out of School)	2.5	53	2.4	51	2.6	57	2.0	53	1.8	46		
Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
District (Middle/Jr. High Schools)												
Suspended (In School)	29.9	220	35.5	246	25.3	170	36.4	250	29.3	217		
Suspended (Out of School)	20.5	151	18.2	126	16.8	113	24.3	167	22.4	166		
Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Expelled (Out of School)	0.4	3	0.0	0	0.0	0	0.0	0	0.0	0		
District (High Schools)												
Suspended (In School)	16.6	277	28.2	450	30.0	468	27.6	570	30.6	630		
Suspended (Out of School)	10.1	169	12.7	203	16.3	255	13.3	274	12.9	266		
Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Expelled (Out of School)	0.2	4	0.3	5	0.0	0	0.1	2	0.1	2		
District (Combination Schools)												
Suspended (In School)	13.6	301	13.8	310	11.3	262	22.1	284	21.8	292		
Suspended (Out of School)	8.1	179	8.5	191	12.2	281	11.8	152	11.8	158		
Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Expelled (Out of School)	0.0	0	0.0	0	0.2	5	0.2	2	0.5	7		
District (All Schools)												
Suspended (In School)	13.0	859	16.3	1,072	15.1	1,001	19.9	1,297	19.1	1,260		
Suspended (Out of School)	8.1	535	8.4	555	10.2	680	9.5	623	9.2	610		
Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Expelled (Out of School)	0.1	7	0.1	5	0.1	5	0.1	4	0.1	9		

~ = Unavailable or insufficient data

District Indicator Results

Student Participation

Table 2b: Student Suspensions and Expulsions

State	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
State (Elementary Schools)												
Suspended (In School)	3.4	12,975	3.6	14,134	4.0	15,757	4.4	17,174	4.2	16,074		
Suspended (Out of School)	5.1	19,705	5.0	19,639	5.7	22,612	6.8	26,337	6.8	26,249		
Expelled (In School)	0.1	190	0.1	350	0.1	352	0.2	595	0.1	471		
Expelled (Out of School)	0.1	214	0.1	228	0.1	287	0.1	301	0.1	294		
State (Middle/Jr. High Schools)												
Suspended (In School)	16.4	21,735	15.7	22,378	18.1	25,415	18.1	25,243	17.7	24,508		
Suspended (Out of School)	19.4	25,751	16.5	23,542	16.6	23,350	17.9	25,001	18.6	25,703		
Expelled (In School)	0.6	756	0.6	918	1.0	1,362	1.1	1,531	1.1	1,574		
Expelled (Out of School)	1.1	1,482	0.8	1,151	1.0	1,370	0.8	1,146	1.0	1,363		
State (High Schools)												
Suspended (In School)	11.8	27,296	12.3	26,567	14.3	29,213	14.7	29,717	14.8	30,006		
Suspended (Out of School)	14.9	34,314	13.5	29,224	12.9	26,389	13.5	27,269	14.2	28,718		
Expelled (In School)	0.3	701	0.4	810	0.5	1,060	0.7	1,425	0.7	1,347		
Expelled (Out of School)	0.8	1,797	0.6	1,317	0.6	1,207	0.7	1,468	0.7	1,406		
State (Combination Schools)												
Suspended (In School)	3.9	1,712	5.3	2,173	4.9	2,274	5.5	2,660	6.1	3,002		
Suspended (Out of School)	7.3	3,185	8.0	3,238	8.6	4,029	10.6	5,092	11.0	5,405		
Expelled (In School)	0.3	133	0.1	50	0.1	32	0.1	61	0.3	154		
Expelled (Out of School)	0.3	128	0.4	156	0.5	232	0.7	317	1.2	583		
State (All Schools)												
Suspended (In School)	8.1	63,578	8.3	65,115	9.3	72,473	9.8	74,491	9.6	73,140		
Suspended (Out of School)	10.5	82,290	9.6	74,907	9.7	75,601	10.8	82,456	11.2	84,755		
Expelled (In School)	0.2	1,779	0.3	2,127	0.4	2,805	0.5	3,609	0.5	3,536		
Expelled (Out of School)	0.5	3,601	0.4	2,839	0.4	3,089	0.4	3,227	0.5	3,643		

~ = Unavailable or insufficient data

District Indicator Results

Student Participation

Table 2c: Student Retention

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
District	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Grade K	7.5	35	9.0	46	10.3	48	10.2	43	13.7	62		
Grade 1	8.1	41	8.9	42	8.7	44	7.6	35	8.9	38		
Grade 2	2.2	11	3.0	14	3.3	15	3.4	16	4.6	21		
Grade 3	1.5	7	4.3	21	3.0	14	3.4	15	4.2	20		
Grade 4	1.9	9	3.7	17	6.6	32	7.2	34	4.4	21		
Grade 5	1.4	6	2.3	10	5.3	25	4.2	20	1.7	8		
Grade 6	3.0	14	5.3	24	4.5	21	5.2	24	9.0	44		
Grade 7	7.4	34	4.7	22	2.9	13	3.1	14	6.1	28		
Grade 8	2.1	10	3.1	13	8.6	39	3.7	17	6.1	28		
Grade 9	9.2	45	8.4	40	4.8	21	3.8	16	6.5	29		
Grade 10	4.9	19	5.1	21	5.9	25	4.2	17	4.4	18		
Grade 11	3.3	14	2.9	10	1.3	5	1.1	4	3.3	12		
Grade 12	0.8	3	1.8	7	1.1	4	0.3	1	1.1	4		
All Grades (K-12)	4.2	248	4.9	287	5.3	306	4.5	256	5.8	333		
State												
Grade K	8.6	5,094	9.1	5,247	9.8	5,460	9.8	5,319	10.1	5,285		
Grade 1	11.4	7,077	12.7	7,730	13.4	8,226	12.7	7,452	12.1	6,913		
Grade 2	6.2	3,584	6.5	3,761	6.8	3,894	6.5	3,657	6.4	3,520		
Grade 3	5.0	2,847	5.9	3,336	7.0	4,040	6.4	3,668	6.8	3,842		
Grade 4	5.1	2,864	5.5	3,066	16.2	9,136	13.8	8,498	11.9	7,169		
Grade 5	4.6	2,555	4.6	2,511	5.6	3,052	4.2	2,093	4.0	2,145		
Grade 6	7.4	4,308	8.2	4,590	8.9	5,014	8.5	4,758	7.6	4,077		
Grade 7	10.2	6,078	11.0	6,357	11.9	6,823	11.5	6,467	10.7	6,038		
Grade 8	6.6	3,543	6.3	3,344	20.5	10,917	17.5	10,307	17.1	9,969		
Grade 9	17.1	10,176	15.9	9,118	15.5	9,048	15.0	7,459	15.6	8,129		
Grade 10	10.3	5,149	10.1	4,816	9.6	4,632	10.6	5,126	9.8	4,446		
Grade 11	6.0	2,503	6.4	2,664	5.9	2,454	7.3	3,026	6.4	2,673		
Grade 12	4.7	1,935	4.3	1,692	5.1	2,034	4.5	1,816	4.8	1,909		
All Grades (K-12)	8.1	57,713	8.4	58,232	10.7	74,730	10.1	69,646	9.7	66,115		

~ = Unavailable or insufficient data

District Indicator Results

Student Participation

Table 2d: Student Dropouts

	1998-99		1999-00		2000-01		2001-02		2002-03*		2003-04	
District	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Grade 7	~	~	0.0	0	0.6	3	0.4	2	~	~		
Grade 8	1.3	6	1.0	5	1.1	6	0.8	4	~	~		
Grade 9	4.6	26	3.2	16	3.1	15	1.6	8	~	~		
Grade 10	4.3	21	2.9	14	3.6	17	1.9	9	~	~		
Grade 11	4.7	19	2.5	11	3.6	15	1.9	8	~	~		
Grade 12	2.6	11	3.0	11	4.5	19	2.3	9	~	~		
Grades 9 - 12	4.1	77	2.9	52	3.7	66	1.9	34	~	~		
State												
Grade 7	2.1	1,309	2.2	1,333	2.0	1,216	1.5	936	~	~		
Grade 8	2.9	1,703	3.2	1,898	3.4	2,236	3.3	2,100	~	~		
Grade 9	10.3	7,181	9.5	6,572	8.4	4,934	6.3	3,823	~	~		
Grade 10	9.6	5,572	8.9	5,073	7.7	4,373	6.8	3,535	~	~		
Grade 11	8.5	4,185	8.1	3,943	7.4	3,589	6.4	3,069	~	~		
Grade 12	8.8	3,985	7.4	3,411	7.6	3,465	7.0	3,151	~	~		
Grades 9 - 12	9.4	20,923	8.6	18,999	7.8	16,361	6.6	13,578	~	~		

~ = Unavailable or insufficient data

* Current year's Student Dropout data were not available at the time of this publication. Previous year's data are displayed as the most recently available data.

District Indicator Results

Student Achievement

Table 3a: LEAP 21 Test Results

District	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Grade 4 English Language Arts												
Advanced	1.9	9	1.2	6	1.6	8	4.8	23	1.5	7		
Mastery *	23.9	112	16.4	79	17.9	89	18.4	89	18.3	88		
Basic	42.0	197	43.3	209	46.4	231	41.5	201	47.7	230		
Approaching Basic	19.6	92	23.8	115	19.7	98	23.1	112	21.4	103		
Unsatisfactory	12.6	59	15.3	74	14.5	72	12.2	59	11.2	54		
Grade 4 Mathematics												
Advanced	2.3	11	2.3	11	2.4	12	2.5	12	3.9	19		
Mastery *	7.9	37	9.9	48	12.2	61	15.1	73	16.0	77		
Basic	40.5	190	43.1	208	48.4	241	43.4	210	46.3	223		
Approaching Basic	28.1	132	24.8	120	20.9	104	20.9	101	19.7	95		
Unsatisfactory	21.1	99	19.9	96	16.1	80	18.2	88	14.1	68		
Grade 4 Science												
Advanced	N/A	N/A	3.1	15	3.0	15	4.7	23	2.5	12		
Mastery *	N/A	N/A	14.1	68	20.9	104	16.3	79	15.6	75		
Basic	N/A	N/A	47.6	230	44.2	220	48.7	236	51.0	246		
Approaching Basic	N/A	N/A	27.7	134	25.7	128	24.7	120	24.5	118		
Unsatisfactory	N/A	N/A	7.5	36	6.2	31	5.6	27	6.4	31		
Grade 4 Social Studies												
Advanced	N/A	N/A	0.4	2	1.2	6	0.4	2	3.3	16		
Mastery *	N/A	N/A	11.2	54	12.2	61	11.5	56	13.9	67		
Basic	N/A	N/A	50.1	242	50.6	252	55.5	269	52.3	252		
Approaching Basic	N/A	N/A	21.3	103	21.5	107	18.4	89	21.6	104		
Unsatisfactory	N/A	N/A	17.0	82	14.5	72	14.2	69	8.9	43		

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to 4th and 8th graders in spring 2000.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

District Indicator Results

Student Achievement

Table 3a: LEAP 21 Test Results

District	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Grade 8 English Language Arts												
Advanced	0.5	2	1.5	7	0.7	3	3.5	16	2.6	11		
Mastery *	14.9	62	20.0	92	15.5	69	21.8	99	19.5	83		
Basic	39.4	164	42.0	193	39.6	176	34.9	159	44.2	188		
Approaching Basic	32.7	136	28.9	133	33.6	149	32.7	149	27.1	115		
Unsatisfactory	12.5	52	7.6	35	10.6	47	7.0	32	6.6	28		
Grade 8 Mathematics												
Advanced	2.2	9	4.6	21	4.5	20	2.9	13	1.9	8		
Mastery *	5.5	23	6.5	30	7.0	31	5.9	27	6.8	29		
Basic	44.8	186	52.5	241	54.0	239	50.3	229	55.8	237		
Approaching Basic	24.8	103	16.8	77	18.5	82	25.3	115	20.5	87		
Unsatisfactory	22.7	94	19.6	90	16.0	71	15.6	71	15.1	64		
Grade 8 Science												
Advanced	N/A	N/A	1.3	6	1.4	6	1.1	5	0.5	2		
Mastery *	N/A	N/A	21.1	97	20.4	90	19.3	88	17.9	76		
Basic	N/A	N/A	35.7	164	40.0	177	45.1	205	46.1	196		
Approaching Basic	N/A	N/A	25.7	118	24.4	108	24.6	112	26.1	111		
Unsatisfactory	N/A	N/A	16.1	74	13.8	61	9.9	45	9.4	40		
Grade 8 Social Studies												
Advanced	N/A	N/A	0.7	3	0.9	4	0.7	3	0.0	0		
Mastery *	N/A	N/A	12.4	57	12.0	53	12.1	55	9.2	39		
Basic	N/A	N/A	49.1	225	50.9	225	51.9	236	50.1	213		
Approaching Basic	N/A	N/A	21.2	97	21.0	93	20.7	94	26.4	112		
Unsatisfactory	N/A	N/A	16.6	76	15.2	67	14.7	67	14.4	61		

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to 4th and 8th graders in spring 2000.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

District Indicator Results

Student Achievement

Table 3a: LEAP 21 Test Results

State	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Grade 4 English Language Arts												
Advanced	1.4	797	1.8	1,002	1.1	672	3.1	1,891	1.0	595		
Mastery *	14.7	8,451	14.4	8,114	14.3	8,946	15.6	9,442	12.9	7,952		
Basic	39.0	22,376	39.4	22,230	44.1	27,538	38.3	23,234	44.1	27,128		
Approaching Basic	24.1	13,845	24.8	13,993	24.1	15,066	28.8	17,490	25.9	15,898		
Unsatisfactory	20.7	11,872	19.7	11,111	16.4	10,230	14.2	8,646	16.1	9,921		
Grade 4 Mathematics												
Advanced	1.7	1,003	1.6	884	1.7	1,048	2.1	1,293	2.6	1,592		
Mastery *	7.8	4,473	10.0	5,631	10.8	6,753	10.4	6,291	13.0	8,007		
Basic	31.7	18,157	37.2	20,980	40.8	25,497	38.2	23,212	41.3	25,390		
Approaching Basic	24.0	13,755	23.0	12,981	23.4	14,612	24.6	14,930	23.3	14,324		
Unsatisfactory	34.8	19,931	28.3	15,960	23.3	14,515	24.7	14,966	19.8	12,170		
Grade 4 Science												
Advanced	N/A	N/A	1.1	638	1.9	1,205	3.5	2,098	1.8	1,100		
Mastery *	N/A	N/A	10.9	6,156	11.4	7,112	10.9	6,617	12.3	7,526		
Basic	N/A	N/A	39.6	22,330	37.6	23,485	42.0	25,500	36.6	22,451		
Approaching Basic	N/A	N/A	30.1	16,990	33.9	21,148	29.1	17,630	35.4	21,720		
Unsatisfactory	N/A	N/A	18.2	10,288	15.2	9,476	14.5	8,819	14.0	8,627		
Grade 4 Social Studies												
Advanced	N/A	N/A	0.9	495	1.2	724	1.1	650	1.7	1,018		
Mastery *	N/A	N/A	10.1	5,702	10.3	6,432	8.0	4,855	11.6	7,102		
Basic	N/A	N/A	42.2	23,775	44.0	27,458	45.4	27,539	45.5	27,950		
Approaching Basic	N/A	N/A	23.0	12,986	23.4	14,634	24.9	15,125	25.0	15,345		
Unsatisfactory	N/A	N/A	23.8	13,426	21.1	13,188	20.6	12,481	16.3	10,006		

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to 4th and 8th graders in spring 2000.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

District Indicator Results

Student Achievement

Table 3a: LEAP 21 Test Results

State	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Grade 8 English Language Arts												
Advanced	1.1	577	1.2	615	0.6	326	1.7	866	1.0	559		
Mastery *	11.2	6,035	14.1	7,512	13.5	7,138	15.8	8,062	14.3	7,730		
Basic	31.5	17,005	38.9	20,777	37.6	19,837	32.0	16,373	36.2	19,625		
Approaching Basic	35.9	19,358	33.1	17,652	34.4	18,133	38.6	19,713	32.0	17,360		
Unsatisfactory	20.3	10,928	12.8	6,829	13.9	7,314	11.9	6,102	16.5	8,941		
Grade 8 Mathematics												
Advanced	1.3	713	2.6	1,370	2.6	1,390	1.5	754	3.1	1,657		
Mastery *	4.4	2,359	4.8	2,575	4.5	2,396	3.5	1,792	5.4	2,941		
Basic	33.3	17,927	38.8	20,718	43.0	22,717	40.4	20,631	41.0	22,243		
Approaching Basic	21.3	11,498	21.5	11,478	22.3	11,771	27.9	14,237	21.9	11,847		
Unsatisfactory	39.7	21,360	32.2	17,193	27.5	14,543	26.8	13,704	28.6	15,516		
Grade 8 Science												
Advanced	N/A	N/A	0.6	309	0.7	381	1.1	568	0.9	479		
Mastery *	N/A	N/A	14.6	7,766	13.8	7,211	15.4	7,851	13.4	7,256		
Basic	N/A	N/A	30.5	16,274	35.2	18,473	34.2	17,415	33.0	17,846		
Approaching Basic	N/A	N/A	27.7	14,769	27.2	14,249	28.9	14,742	30.6	16,535		
Unsatisfactory	N/A	N/A	26.6	14,176	23.1	12,094	20.4	10,381	22.2	11,984		
Grade 8 Social Studies												
Advanced	N/A	N/A	0.6	293	0.9	475	0.8	404	0.4	210		
Mastery *	N/A	N/A	10.1	5,360	11.9	6,248	9.2	4,682	8.4	4,549		
Basic	N/A	N/A	40.9	21,809	40.8	21,388	43.9	22,346	39.9	21,571		
Approaching Basic	N/A	N/A	23.7	12,625	24.0	12,558	24.5	12,468	27.2	14,683		
Unsatisfactory	N/A	N/A	24.7	13,179	22.4	11,713	21.7	11,040	24.2	13,065		

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to 4th and 8th graders in spring 2000.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

District Indicator Results

Student Achievement

Table 3b: Graduation Exit Examination (GEE 21) Results

District	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
English Language Arts												
Advanced	N/A	N/A	N/A	N/A	0.0	0	1.0	4	0.5	2		
Mastery *	N/A	N/A	N/A	N/A	11.8	48	25.3	105	13.5	58		
Basic	N/A	N/A	N/A	N/A	51.1	208	41.0	170	45.2	195		
Approaching Basic	N/A	N/A	N/A	N/A	24.6	100	23.6	98	22.5	97		
Unsatisfactory	N/A	N/A	N/A	N/A	12.5	51	9.2	38	18.3	79		
Mathematics												
Advanced	N/A	N/A	N/A	N/A	5.7	23	8.9	37	11.4	49		
Mastery *	N/A	N/A	N/A	N/A	16.5	67	21.9	91	17.4	75		
Basic	N/A	N/A	N/A	N/A	44.8	182	41.3	172	42.0	181		
Approaching Basic	N/A	N/A	N/A	N/A	16.0	65	13.9	58	13.9	60		
Unsatisfactory	N/A	N/A	N/A	N/A	17.0	69	13.9	58	15.3	66		
Science												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.4	5	1.0	4		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	16.9	62	18.1	69		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	44.7	164	43.2	165		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	19.6	72	24.6	94		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	17.4	64	13.1	50		
Social Studies												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.1	4	1.6	6		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	6.0	22	7.9	30		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	47.4	174	53.7	205		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	25.9	95	20.9	80		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	19.6	72	16.0	61		

~ = Unavailable or insufficient data

N/A = Not Applicable: English Language Arts and Mathematics tests of the new GEE 21 test were first administered in spring 2001.
Science and Social Studies tests of the GEE 21 test were first administered in spring 2002.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

District Indicator Results

Student Achievement

Table 3b: Graduation Exit Examination (GEE 21) Results

State	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
English Language Arts												
Advanced	N/A	N/A	N/A	N/A	0.8	345	1.5	647	0.8	346		
Mastery *	N/A	N/A	N/A	N/A	12.1	5,561	14.5	6,423	10.9	5,033		
Basic	N/A	N/A	N/A	N/A	42.7	19,622	41.3	18,321	41.0	18,897		
Approaching Basic	N/A	N/A	N/A	N/A	22.9	10,502	23.0	10,223	24.6	11,314		
Unsatisfactory	N/A	N/A	N/A	N/A	21.6	9,903	19.8	8,792	22.7	10,450		
Mathematics												
Advanced	N/A	N/A	N/A	N/A	4.5	2,068	6.9	3,060	7.1	3,284		
Mastery *	N/A	N/A	N/A	N/A	13.4	6,151	12.6	5,589	15.3	7,038		
Basic	N/A	N/A	N/A	N/A	32.7	15,001	34.4	15,279	36.3	16,746		
Approaching Basic	N/A	N/A	N/A	N/A	14.8	6,803	15.5	6,909	16.1	7,431		
Unsatisfactory	N/A	N/A	N/A	N/A	34.5	15,834	30.6	13,628	25.2	11,603		
Science												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	2.4	1,055	2.0	823		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	13.5	5,833	12.9	5,403		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	32.9	14,188	39.3	16,470		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.7	9,359	23.7	9,926		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	29.5	12,746	22.1	9,234		
Social Studies												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.0	433	1.7	700		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	8.6	3,709	11.6	4,859		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	41.5	17,896	44.5	18,629		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.3	9,182	22.3	9,317		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	27.6	11,919	19.9	8,327		

~ = Unavailable or insufficient data

N/A = Not Applicable: English Language Arts and Mathematics tests of the new GEE 21 test were first administered in spring 2001.
Science and Social Studies tests of the GEE 21 test were first administered in spring 2002.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

District Indicator Results

Student Achievement

Table 3c: The Iowa Test Results[1]
Percent of Students by National Quartiles[2] and Percentile Rank of Average Standard Scores

District	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Grade 03						
Fourth Quartile	22.3	27.7	29.4	30.8	35.5	
Third Quartile	33.6	30.0	31.0	30.8	35.5	
Second Quartile	26.4	29.1	29.6	30.6	22.2	
First Quartile	17.8	13.2	10.0	7.8	6.8	
Percentile Rank	55	58	59	61	66	
Grade 05						
Fourth Quartile	22.5	24.5	26.7	25.0	31.8	
Third Quartile	32.7	34.8	32.3	33.8	34.1	
Second Quartile	28.6	29.7	28.8	33.6	26.8	
First Quartile	16.2	11.0	12.3	7.6	7.3	
Percentile Rank	54	57	58	58	63	
Grade 06						
Fourth Quartile	18.4	24.5	25.6	27.2	19.0	
Third Quartile	28.9	27.9	29.9	30.0	28.4	
Second Quartile	35.6	32.1	32.1	31.6	31.7	
First Quartile	17.2	15.5	12.4	11.2	20.9	
Percentile Rank	51	55	56	58	50	
Grade 07						
Fourth Quartile	21.9	22.8	25.8	23.5	25.7	
Third Quartile	30.7	36.5	30.1	32.6	25.9	
Second Quartile	31.6	25.8	31.3	30.7	34.5	
First Quartile	15.7	14.9	12.7	13.2	14.0	
Percentile Rank	54	56	56	56	55	
Grade 09						
Fourth Quartile	20.2	25.8	28.9	24.1	26.5	
Third Quartile	30.9	35.8	34.4	35.7	29.0	
Second Quartile	30.9	27.4	27.2	25.8	30.0	
First Quartile	18.1	11.0	9.5	14.4	14.5	
Percentile Rank	51	57	60	57	56	

~ = Unavailable or insufficient data

[1] Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

[2] The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

District Indicator Results

Student Achievement

Table 3c: The Iowa Test Results[1]
Percent of Students by National Quartiles[2] and Percentile Rank of Average Standard Scores

State	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Grade 03						
Fourth Quartile	16.5	19.1	20.7	20.8	22.8	
Third Quartile	25.8	25.4	26.1	26.5	31.7	
Second Quartile	29.1	31.0	30.9	31.7	28.2	
First Quartile	28.6	24.4	22.2	21.1	17.3	
Percentile Rank	45	47	50	50	55	
Grade 05						
Fourth Quartile	16.2	17.6	20.7	19.4	23.1	
Third Quartile	23.4	25.5	29.4	28.3	30.9	
Second Quartile	30.8	31.7	33.6	34.2	32.2	
First Quartile	29.6	25.2	16.3	18.1	13.7	
Percentile Rank	44	46	52	51	56	
Grade 06						
Fourth Quartile	15.9	18.3	18.7	20.0	14.9	
Third Quartile	24.6	24.8	25.8	27.7	23.9	
Second Quartile	31.4	32.3	32.9	33.6	32.6	
First Quartile	28.1	24.7	22.6	18.7	28.6	
Percentile Rank	45	47	48	51	44	
Grade 07						
Fourth Quartile	15.2	17.0	18.0	17.9	18.7	
Third Quartile	24.1	26.1	25.6	26.6	24.3	
Second Quartile	31.4	30.0	30.3	30.1	33.1	
First Quartile	29.4	26.8	26.1	25.5	23.9	
Percentile Rank	44	46	47	47	48	
Grade 09						
Fourth Quartile	16.5	17.3	20.1	18.7	18.4	
Third Quartile	24.8	26.2	29.1	27.7	25.4	
Second Quartile	29.5	29.4	30.5	31.0	31.1	
First Quartile	29.2	27.1	20.2	22.6	25.1	
Percentile Rank	44	46	50	48	47	

~ = Unavailable or insufficient data

[1] Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

[2] The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

District Indicator Results

College Readiness

Table 4a: American College Test (ACT) Results

District	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
ACT Average Composite Score	19.7	19.6	19.7	19.7	20.0	
State						
ACT Average Composite Score	19.6	19.6	19.6	19.6	19.6	

Table 4b: First-Time College Freshmen Performance

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
District	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Number of High School Graduates [1]		383		386		358		382		371		
HS Graduates Who Were First-Time College Freshmen	37.1	142	36.5	141	34.4	123	35.6	136	40.2	149		
First-Time Freshmen Enrolled in College Developmental Courses	41.6	59	31.9	45	29.3	36	29.4	40	24.2	36		
State												
Number of High School Graduates [1]		38,360		38,038		38,959		38,314		37,905		
HS Graduates Who Were First-Time College Freshmen	42.7	16,382	42.2	16,055	40.7	15,867	39.9	15,299	42.01	15,925		
First-Time Freshmen Enrolled in College Developmental Courses	45.6	7,472	41.7	6,691	40.6	6,437	38.6	5,900	39.52	6,293		

~ = Unavailable or insufficient data

[1] Represents diploma graduates from the previous school year.

Parish Socioeconomic And Demographic Profile

The socioeconomic and demographic composition of the parish may shed light on household situations, and thus, the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement. This section examines state- and national-level information for each parish's socioeconomic and demographic indicator presented.

Definitions

- ***Population by Race*** is divided into three major groups: white, black, and "other." The "other" category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are, therefore, included in the categories of white, black, and "other."

- ***Population Change During the Past Decade***

  In Census 2000, people were counted at their *usual residence*, a principle followed in each census since 1790. *Usual residence* has been defined as the place where the person lives and sleeps most of the time. This place is not necessarily the same as the person's voting residence or legal residence. Noncitizens who are living in the United States are included, regardless of their immigration status. Persons temporarily away from their usual residence, such as on vacation or on a business trip on Census Day, were counted at their usual residence. People who live at more than one residence during the week, month, or year were counted at the place where they live most of the year. People without a usual residence, however, were counted where they were staying on Census Day.

  Population-Scope and Methodology:

  Place of residence was derived from answers to questions that were asked of all people in Census 2000. Population percent change, 1990 to 2000, is derived by dividing the difference between the population in 2000 and 1990 by the 1990 population.

- ***Education Attainment*** is divided into three levels:
  1. Less than high school degree: persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
  2. High school degree: persons whose highest degree is a high school diploma or its equivalent and those who have attempted some college or have received an associate degree. Persons who completed the twelfth grade but did not receive a diploma are not included.
  3. Bachelor's degree or higher: persons who have received a college, university, or professional degree.

- ***Student Participation in Free and Reduced Price Lunch Program***

  In educational research, the percentage of students participating in the federally-subsidized Free and Reduced Price Lunch Program is used as an indicator of family economic condition. The bar graph shows the percentage of Louisiana public school student body who participated in the Free or Reduced Price Lunch Program for the parish as well as the state. Data were taken from the Student Information System (SIS).

These following types of data were supplied by the Bureau of the Census.

- ***Median Household Income*** is the sum of money income received in the previous calendar year by all household members 15 years old and over, including household members not related to the householder, people living alone, and others in nonfamily households. The median household income reported here was produced through statistical modeling. These data support a 1997 model-based estimate and were supplied by the 2000 Bureau of the Census.

- ***Persons and Children Living Below Poverty***

  Families and persons are classified as below poverty level if their total family income or unrelated individual income was less than the poverty threshold specified for the applicable family size, age of householder, and number of related children under 18 present (see link below for poverty level thresholds). The state and county (or parish) estimates were produced through statistical modeling.

Poverty status is determined for all families (and, by implication, all family members). For persons not in families, poverty status is determined by their income in relation to the appropriate poverty threshold. Thus, two unrelated individuals living together may not have the same poverty status. The poverty thresholds are updated every year to reflect changes in the Consumer Price Index. See source for more details or see *Poverty Definition*, *Thresholds*, and *Guidelines* at http://www.census.gov/hhes/www/poverty.html. See http://www.census.gov/hhes/poverty/threshld/thresh97.html for Poverty Thresholds in 1997, by Size of Family and Number of Related Children Under 18 Years.

- ***Teenage Birth Rate*** is the total number of pregnant women under the age of 19 divided by the total number of pregnant women.
- ***Female Parent Household Rate*** is the number of single parent households (defined as a "female householder with no husband, with or without her own children under the age of 18") divided by the total number of households. These data are supplied by the 2000 Bureau of the Census.
- ***Unemployment Rate*** is the total number of persons not working, who are available and seeking work, regardless of age, as a percentage of the civilian labor force. This information is considered the official unemployment rate and is typically cited in comparisons. These data were supplied by the Department of Labor and were reported in the 2000 Bureau of the Census Data.

Beauregard Parish Socioeconomic and Demographic Overview

Figure 5

As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district. In preparing this section, every effort was made to obtain the most recent data available for each indicator.

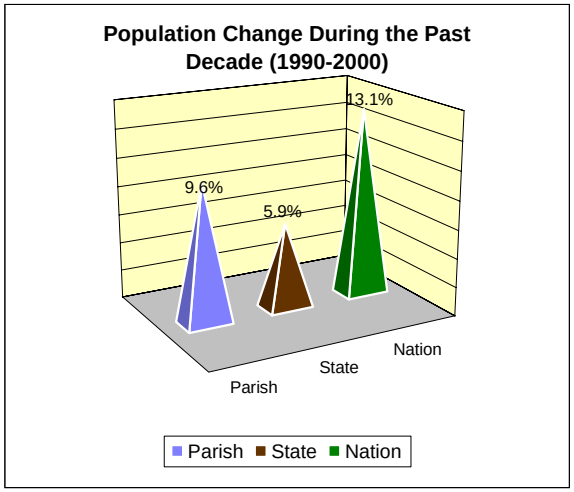
Population by Race
Parish

Race	Parish	
	Number	Percent
White	27,790	84.2%
Black	4,261	12.9%
Other	935	2.8%
Total	32,986	99.9%

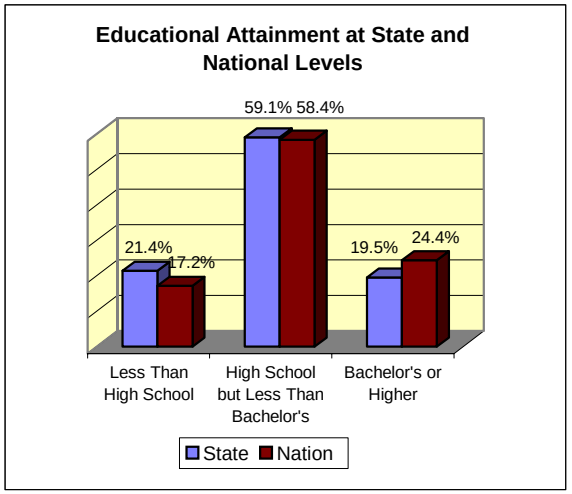
Population by Race
State and Nation

Race	State		Nation	
	Number	Percent	Number	Percent
White	2,856,161	63.9%	211,460,626	75.1%
Black	1,451,944	32.5%	34,658,190	12.3%
Other	160,871	3.6%	35,303,090	12.5%
Total	4,468,976	100.0%	281,421,906	99.9%

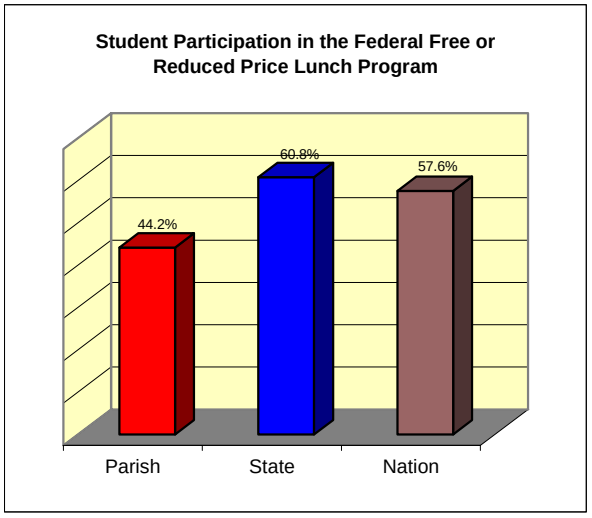
Source: U.S. Census Bureau, Census 2000.



Sources: U.S. Census Bureau, Census 2000.



Source: U.S. Census Current Population Report, March 1998.



Source: Student Information System (SIS), October 1, 2002 Count.

Income and Poverty

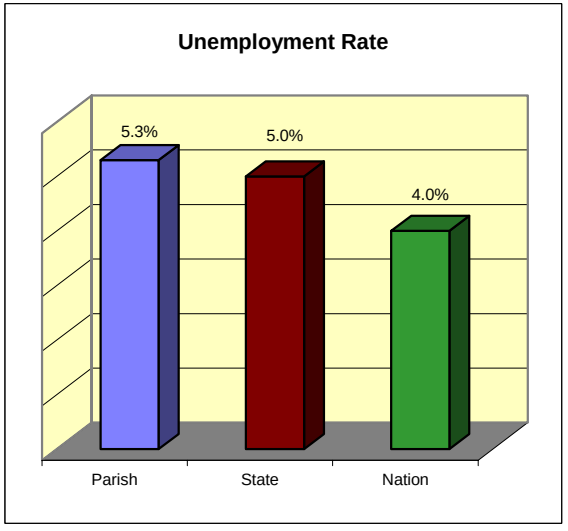
	Parish	State	Nation
Median Household Income	$31,486	$30,466	$37,005
Persons Below Poverty	15.8%	18.4%	13.3%
Children Below Poverty	22.1%	26.0%	19.9%

Source: U.S. Census Bureau, Census 2000.

Teenage Birth and Single Motherhood

	Parish	State	Nation
Teenage Birth Rate (1)	17.9%	17.0%	12.2%
Female Householders (2)	10.9%	16.6%	12.2%

1. Source: Louisiana State Center for Health Statistics, 2000.
2. Source: U.S. Census Bureau, Census 2000.



Source: University of Louisiana at Monroe, Center for Business and Economic Research, 2000

District Financial Profile

Financial information broadens the understanding of how public school districts function and provides additional context for the interpretation of educational indicators. The two major components of the financial information are revenues and expenditures.

Definitions

- *Revenues*—Financial resources received by the LEA from various sources for use in providing public education to students.

  Revenues are received from three main sources:

  1. Local: monies collected directly by a district through local taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service operations, and community service operations.
  2. State: monies appropriated by the state government to the local public school districts, such as the Minimum Foundation Program (MFP) formula, grants-in-aid, and other specific programs such as 8(g) and Education Excellence Fund.
  3. Federal: monies received from the federal government and allocated to the local public school districts through a variety of programs such as No Child Left Behind (NCLB), Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
  4. District revenues per pupil: total revenues divided by the October 1 Elementary/Secondary Membership.

- *Expenditures*—Charges incurred for providing public education, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:

  1. Instructional expenditures: monies spent for classroom instruction, pupil support, and instructional staff support.
  2. Non-instructional expenditures: monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprise operation, and community services.
  3. Facility acquisition and construction services: monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
  4. District expenditures per pupil: current expenditures (total expenditures less equipment, Facility Acquisition and Construction and Debt Service) divided by the October 2 Elementary and Secondary Membership.

- *Elementary and Secondary Membership*—The number of pre-Kindergarten (PK), grades K-12, and non-graded (NG) students in membership as of October 2, 2001. This number includes regular education and prekindergarten students and does not include special education preschool students and infants.

- *Average Classroom Teacher's Salary*—The average of actual salaries, including Professional Improvement Program (PIP) payments, reported for all full-time and part-time classroom teachers (excluding rehired retirees and ROTC instructors), who were employed during any period of the school year by the public school districts. Data are based on teacher-level data submitted by districts to the LDE via the End-of-year Profile of Educational Personnel (PEP) report. The average classroom teacher's salary is calculated as follows:

$$\frac{\textit{Total Actual Salaries (including PIP)}}{\textit{Total Related Teachers' Full-Time Equivalents}}$$

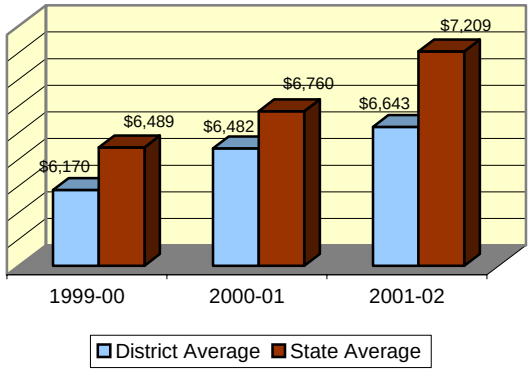
Note: District data are as of the publication date of this report. Audits of student and financial data may result in revision subsequent to the publication of this report. Some districts' financial data may be adjusted after the publication of this report because of audits.

Beauregard Parish Financial Profile

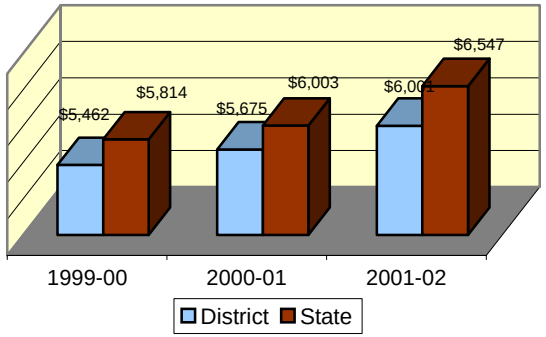
Figure 6

District Revenue by Source									
	1999-00			2000-01			2001-02		
Revenue Source	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	$13,895,192	36.8%	39.0%	$14,022,874	35.8%	39.7%	$13,621,933	34.0%	38.8%
State	$20,792,750	55.1%	49.3%	$21,942,316	56.0%	48.7%	$22,953,321	57.3%	48.5%
Federal	$3,070,922	8.1%	11.7%	$3,191,319	8.2%	11.6%	$3,459,492	8.6%	12.7%
Total	**$37,758,864**	**100.0%**	**100.0%**	**$39,156,510**	**100.0%**	**100.0%**	**$40,034,746**	**100.0%**	**100.0%**

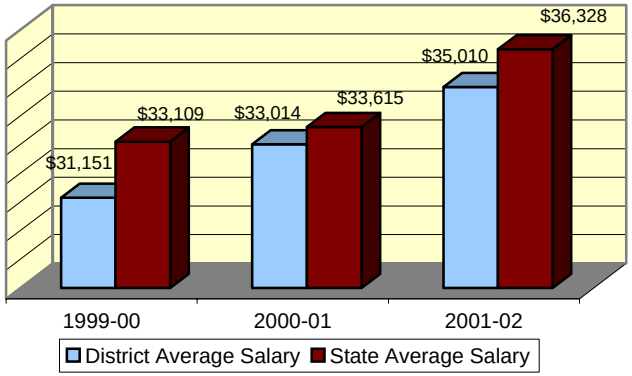
Revenues Per Pupil



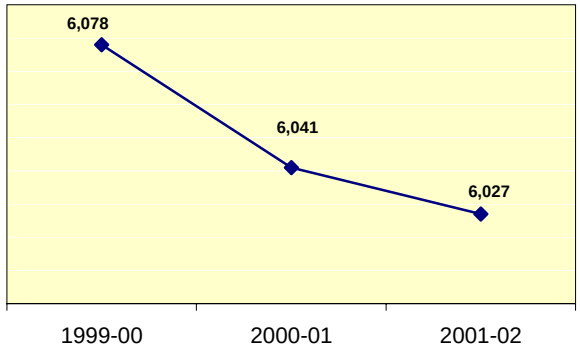
Expenditures Per Pupil



Average Classroom Teacher Salary



Elementary/Secondary Membership



Notes:

1. District financial data may be adjusted as a result of audits conducted by the Louisiana Department of Education.
2. Percentages may not total to 100% due to rounding.
3. Revenue per pupil and operating expenditures per pupil are based on October 2 Elementary/Secondary Membership.

Section 2. School Characteristics And Accountability Information

School Characteristics and Accountability Information 2-1
Faculty with a Master's Degree or Higher 2-23
Teacher Quality 2-25
Class Size Characteristics 2-27

School Characteristics and Accountability Information

School Definition

To interpret school-level data correctly and in its proper context, one must have a clear understanding of the definition of a school. For purposes of this report, the following definition applies.

School—an institution that provides preschool, elementary, and/or secondary instruction; has one or more grade groupings or is nongraded; has one or more teachers to give instruction or care; is located in one or more buildings; and has an assigned administrator(s). (LDE and the National Center for Educational Statistics, NCES)

School Categorization

As mentioned in the Introduction Section, in order to facilitate an equitable comparison of school performance results, this report categorizes the Louisiana public schools into the following four types, based on their grade level composition:

- *Elementary*—any school whose grade structure falls within the PK-8 range that excludes grades in the 9-12 range, and which does not fit the definition for middle/junior high.
- *Middle/Junior high*—any school whose grade structure falls within the 4-9 range, which includes grades 7 or 8, and which excludes grades in the PK-3 and 10-12 ranges.
- *High*—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.
- *Combination*—any school whose grade structure falls within the PK-12 range and that is not described by any of the above definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, 9-12; and 4-6, 9-12.

The school, district and state results for the following indicators have been organized and are presented by the four types of school categories:

- Class Size
- Attendance
- Suspensions and Expulsions

School Accountability System

In 1998-1999, the school accountability system went into effect with two implementation phases for Louisiana public schools. Schools containing grade levels kindergarten through eighth (K-8) entered into the accountability system in 1998-1999. Schools with grades 9-12 (or what is better known as the high school grades) entered the accountability system in 2000-2001. The 9-12 portions of schools with K-12 grade structures also entered the system at this time.

As part of the accountability system, each school annually receives a School Performance Score (SPS), which indicates how well its students are performing. Specifically, each school's effectiveness and progress are measured, based on results from statewide testing programs (LEAP 21/GEE 21 and The Iowa Tests), school attendance, and dropout data.

From 1998-1999 through 2002-2003, the school accountability model was based on a two-year accountability cycle. Five accountability cycles made up a 10-year time frame, at the end of which schools were expected to achieve the state's 10-year SPS goal of 100. At the beginning of a cycle, a Growth Target was assigned identifying how many points the school had to grow to stay on track for meeting the 10-year goal. Also, Performance Labels were assigned describing a school's performance. At the end of a cycle, a school was examined to determine if the Growth Target had been achieved. Growth Labels were assigned describing the level of growth achieved by the school relative to its Growth Target. At that time rewards were distributed to eligible schools. Schools were also assigned to Corrective Actions if they did not meet performance and/or growth requirements.

As discussed in the Introduction, the Louisiana School and District Accountability System has undergone many recent changes to bring the accountability system into compliance with federal guidelines as mandated by the No Child Left Behind (NCLB) Act of 2001. One significant change is the system will no longer be based on two-year cycles, but will become an annual system with important decisions made every year about the performance of Louisiana public schools. In other words, Performance and Growth Labels, School Improvement (formerly Corrective Actions), and rewards decisions will be made on an annual basis beginning in 2002-2003. In addition, Louisiana schools are now striving toward a 2014 SPS goal of 120 instead of the 10-year goal of 100.

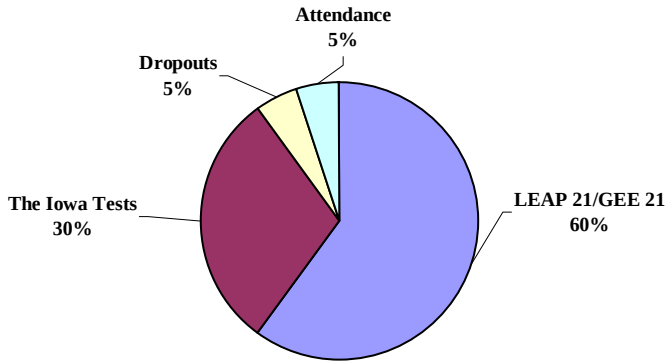
Two Components of the School Accountability Model

The Louisiana School and District Accountability System has two components that are evaluated for Louisiana schools: the School Performance Score (SPS) Component and the Subgroup Component. Schools are required to make Adequate Yearly Progress (AYP) for both components. Under the NCLB Act of 2001, a state's definition of AYP must apply the same high standards of academic achievement to all public elementary and secondary school students in the state and result in continuous and substantial academic improvement for all students. To make AYP for the SPS Component, a school must have a 2003 Growth SPS of 45 or above. In future years, schools may have to show adequate growth to make AYP for the SPS Component. The SPS Component was evaluated for all schools that received a 2003 Growth SPS. To make AYP for the Subgroup Component, a school must meet requirements in three areas: test participation, academic performance, and an additional academic indicator (attendance rate or non-dropout rate) for all required subgroups (five ethnicity subgroups, students with disabilities, limited English proficient students, economically disadvantaged students, and all students in the school). The Subgroup Component was evaluated for all schools with grades 4, 8, and/or 10.

SPS Indicators

The SPS for each school is calculated as a weighted composite index, using 60% weight for the criterion-referenced test (CRT) index (based on the LEAP 21 and/or GEE 21 tests), 30% weight for the norm-referenced test (NRT) index (based on The Iowa Tests), and a total of 10% weight for the attendance and dropout results.

SPS Indicators with Corresponding Weighting Factors



The maximum upper range for the SPS is between 231.8 and 255.4, depending on a school's grade levels that take The Iowa Tests and whether the school has dropouts. An SPS of 120 indicates that a school has reached Louisiana's 2014 goal. In 2002-2003 schools received two SPSs, the Growth SPS and the Baseline SPS. The Growth SPS was compared to the previous Baseline SPS to determine if adequate growth was achieved and to determine the corresponding Growth Label. In addition, the Growth SPS was used to determine a school's reward eligibility, SPS Component AYP status, and School Improvement status. The new Baseline SPS was used to calculate the new Growth Target. A one-year Growth Target was calculated based on how far the Baseline SPS is from the 2014 goal, with an adjustment for the proportions of students with disabilities and limited English proficient students. The Baseline SPS was also used to determine a school's Performance Label. If a school's Growth SPS was less than 45, a one-year Growth SPS was calculated and used to determine the school's SPS Component AYP status, School Improvement level, and Performance Label.

In 2002-2003, both the Growth SPS and the Baseline SPS were based on two years of data and included all four subjects of the LEAP 21/GEE 21 and grades K-12, where available. The difference between the two SPSs was that the Baseline SPS included LAA and LAA-B students, whereas the Growth SPS did not. This difference allowed for an apples-to-apples comparison between the Growth SPS and the 2000-2001 Baseline SPS. Current policy states that in future years the only difference between the two SPSs is that the Growth SPS will be based on one year of data, and the Baseline SPS will continue to be based on two years. This could change to phase in modifications needed as Louisiana continues transitioning to a model that is fully compliant under NCLB.

It is important to note when interpreting the accountability data in table 7 that in 2000-2001, two SPSs (a Growth SPS and a Baseline SPS) were calculated and were different for other reasons than in 2002-2003. Two SPSs were needed to phase-in changes to the accountability model, including moving to a two-year SPS and using all the LEAP 21 subject area tests. The 2000-2001 Growth SPS used two LEAP 21 subject area tests and one year of data. The 2000-2001 Baseline SPS had all four LEAP 21 subject area tests and used

two years of data for K-8. Because the GEE 21 was new, only one year of ELA and Math GEE 21 tests results were used, and as a result, the Growth Targets calculated in 2000-2001 for high schools were adjusted to 75%.

"Pairing" and "Sharing" Arrangements

A school must have both types of test data (at least one grade of CRT data and one grade of NRT data) to receive an SPS. A school that does not meet this requirement is considered a "non-standard school" in the Louisiana School and District Accountability System and must be "paired" or "shared" with another school in the district. A "non-standard school" is "paired" or "shared" with the school that receives the largest percentage of students from the "non-standard school" by promotion. A "pairing" or "sharing" decision is binding for 10 years unless the "non-standard school" acquires a sufficient number of testing units or the State Board of Elementary and Secondary Education (SBESE) grants an appeal to change this decision due to special circumstances such as redistricting and grade configuration changes.

If a "non-standard school" is lacking grade level test results or has too few units for either the CRT or NRT, but not both, it must "share" with another school that has at least one grade level of the needed test. The shared test results (one grade only) from the second school will be used in formulating the SPS for the "non-standard school." The grade that is shared must come from the grade level closest to the grade level in the "non-standard school." Each school will have a unique and separate SPS because its own attendance data, dropout data, and other testing data are not shared.

When a "non-standard school" has no test data at all or has an insufficient number of students taking both of the tests, it will then be "paired" with another school. "Pairing" will mean that in formulating the SPS, all test results, attendance, and dropout data of the "paired" schools are combined together. The schools will essentially receive the same SPS.

Beginning in 2002-2003, the determination of whether a school has too few scores is based on the data for one year of assessment. The number of years used prior to 2002-2003 depended on the number of years used in the SPS calculation. A school with too few scores can request a waiver of the "pairing and sharing" policy if it wishes to be scored as a stand-alone school and receive an SPS based on its data alone, despite the small number of test units.

Growth Labels

The Growth Label is a descriptive label that describes the level of growth achieved by a school and is based on the school's success in attaining its Growth Target. The Growth Label a school receives determines if the school is potentially eligible for monetary rewards. In prior years, Growth Labels were assigned every other year. Beginning in 2002-2003, Growth Labels will be assigned annually.

The 2000-2001 accountability release marked the first time that K-8 and K-12 schools in the accountability system received a Growth Label. Growth was calculated by measuring the difference between the 1998-1999 Baseline SPS and the 2000-2001 Growth SPS.

In 2002-2003, all schools in the accountability system received Growth Labels, including high schools for the first time. Growth was determined by comparing the difference between the 2000-2001 Baseline SPS and the 2002-2003 Growth SPS.

Schools with a new Baseline or Growth SPS of 100 or greater do not receive a negative label (a label which conveys negative connotations with regard to growth), and therefore, receive a *No Label Assigned* designation. The following Growth Labels were assigned in 2000-2001 to K-8 and K-12 schools and in 2002-2003 to all schools in the accountability system. In 2003-2004 the definitions of the Growth Labels will change.

Growth Label	***Description of Growth***
Exemplary Academic Growth	School exceeding its Growth Target by 5.0 points or more
Recognized Academic Growth	School meeting or exceeding its Growth Target by fewer than 5.0 points
Minimal Academic Growth	School improving some, but not meeting its Growth Target
No Growth	School with a change in SPS of 0 to minus (-) 5.0 points
School in Decline	School with a declining SPS of more than minus (-) 5.0 points

Rewards

The possibility of receiving monetary rewards is an incentive for schools to achieve their Growth Targets. The State of Louisiana allocated 4.9 million dollars in the executive budget to be used as rewards for those schools receiving the *Exemplary Academic Growth* or the *Recognized Academic Growth* labels and demonstrating growth within high poverty and students with disabilities subgroups. Reward amounts were calculated on a per pupil basis.

The 2002-2003 accountability results yielded 119 *Exemplary Academic Growth* schools, which received a total award amount of $1,908,442.45 and 212 *Recognized Academic Growth* schools, which received a total award amount of $2,469,159.25. The amount of individual school rewards varied, with the highest reward being $67,526.80 and the lowest being $2,643.85. The remaining funds will be dispersed when the appeals process concludes.

Performance Labels

A school's Performance Label is the descriptive label that describes a school's level of performance based on its SPS. In prior years, Performance Labels were assigned every other year. The table below defines the Performance Labels that were used in 1998-1999 and 2000-2001. Two applicable state averages have been calculated in the past, one for elementary/middle/junior high schools and one for high/combination schools.

Old Performance Labels (1998-1999 and 2000-2001)

Performance Label	**SPS Range**
School of Academic Excellence	150.0 or above
School of Academic Distinction	125.0 – 149.9
School of Academic Achievement	100.0 – 124.9
Academically Above the State Average	applicable state average – 99.9
Academically Below the State Average	30.1 – just below the applicable state average
Academically Unacceptable School	30.0 or below

Beginning in 2002-2003, Performance Labels are assigned annually. In addition, in 2002-2003 the labels themselves and their definitions changed to better describe the performance of Louisiana schools.

New Performance Labels (Beginning in 2002-2003)

Performance Label	**SPS Range**
Five Stars	140.0 or above
Four Stars	120.0 – 139.9
Three Stars	100.0 – 119.9
Two Stars	80.0 – 99.9
One Star	60.0 – 79.9
Academic Warning	45.0 – 59.9
Academically Unacceptable	Below 45

School Improvement

School Improvement (SI), formerly called Corrective Actions (CA), is a facet of the accountability system intended to help low performing and stagnant schools improve. A school that does not meet performance and growth requirements will enter or move further into School Improvement. A school in School Improvement shall receive additional support and assistance, with the expectation that extensive efforts shall be made by students, parents, teachers, principals, administrators, and the school board to improve student achievement at the school. There are six levels of School Improvement, SI 1 through SI 6. Only the first four levels are applicable in 2002-2003.

Movement into and among the different levels of School Improvement is essentially dependent on the school's SPS, whether AYP was made for the Subgroup Component, the amount of growth relative to the Growth Target, and the school's prior SI/CA status. The type of remedies required for a given level of SI depends on the Title I status of the school and are additive in nature as a school moves to higher SI levels.

For a more detailed description of the rules and regulations which apply to School Improvement, please refer to *Bulletin 111: Louisiana School,*

District, and State Accountability Policy, which can be found on the Louisiana Department of Education's website at www.louisianaschools.net.

Data Presentation

Table 7 presents school demographic and accountability data for all schools included in the accountability model for this district. All five years of accountability data presented in table 7 are post-appeals data. In other words, all data changes from approved appeals are reflected in the reported data. A description of each data element used in the following tables is provided below:

- *Grade structure* refers to the various educational grade levels that a school contains and for which instruction is provided (i.e., K-8, or Kindergarten through grade 8).

- *School Type* is the classification of schools into one of the following four categories of schools: *elementary*, *middle/junior high*, *high*, or *combination schools*. This school type designation may differ from the three accountability school types (elementary/middle/junior high, high, and combination).

- *October 1 Membership* is the total number of students enrolled in a school on October 1 of the current school year.

- *Number on Free/Reduced Lunch* is the number of students eligible to participate in the Free and Reduced-Price Lunch Program.

- *Percent on Free/Reduced Lunch* is the percent of students eligible to participate in the Free and Reduced-Price Lunch Program.

- *Number of Faculty* is the total number of school-based instructional personnel employed at a school.

- *Paired/Shared* status indicates whether the school was "paired" with another school or "shared" data with another school in the calculation of its School Performance Score.

- *Growth School Performance Score (SPS)* is the SPS that is compared to the prior Baseline SPS to determine if a school has achieved its Growth Target. The Growth SPS is used to determine Growth Labels and to determine reward eligibility.

- *Point Change in SPS* is the difference between the Growth SPS and the prior Baseline SPS. If no Growth SPS is calculated for a given year, the point change is the difference between the *SPS for the Current Year* and the prior Baseline SPS.

- *Met Growth Target* indicates whether a school achieved its Growth Target for that year.

- *Growth Label* is the descriptive label that describes the level of growth achieved by a school and is based on the school's success in attaining its Growth Target.

- *Reward Eligibility* indicates whether a school received a monetary reward by earning either the *Exemplary Academic Growth* label or the *Recognized Academic Growth* label and by showing growth for its high poverty and students with disabilities subgroups.

- *Baseline School Performance Score (SPS*) is the SPS used to determine the school's Growth Target and Performance Label. It will be compared against the future Growth SPS to determine if adequate growth is achieved.

- *Growth Target* is the amount of progress a school must make to remain on target for reaching the state's goal. It is calculated by subtracting the Baseline SPS from the state goal and dividing by the number of years (or cycles prior to 2002-2003) remaining to attain the state goal.

- *Performance Label* is the descriptive label that describes a school's level of performance based on its SPS.

- *SPS for Current Year* is the Baseline SPS during the years it was calculated; otherwise, it is the Interim SPS.

- *School Improvement Status* is the level of School Improvement (if any) in which the school is currently placed.

- *Made AYP for SPS Component* indicates whether a school has made Adequate Yearly Progress by having a Growth SPS at or above 45.

- *Made AYP for Subgroup Component* indicates whether a school has made Adequate Yearly Progress by meeting requirements in test participation, academic performance, and an additional academic indicator (attendance or non-dropout rate) for all required subgroups.

Table 7

School Characteristics and Accountability Information of Beauregard Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006001 Carver Elementary School						
Grade Structure	2-3	2-3	2-3	2-3	2-3	
School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
October 1 Membership	468	445	415	426	401	
Number on Free/Reduced Lunch	272	260	243	240	228	
Percent on Free/Reduced Lunch	58.1	58.4	58.6	56.3	56.9	
Number of Faculty	34	34	35	34	32	
Paired/Shared	YES	YES	YES	YES	YES	
Growth School Performance Score (SPS)	N/A	N/A	91.7	N/A	98.1	
Point Change in SPS	N/A	-3.0	2.2	4.9	8.3	
Met Growth Target	N/A	N/A	NO	N/A	YES	
Growth Label [1]	N/A	N/A	4	N/A	3	
Reward Eligibility	N/A	N/A	NO	N/A	YES	
Baseline SPS	89.5	N/A	89.8	N/A	97.5	
Growth Target	5.0	N/A	5.0	N/A	2	
Performance Label [2]	4	N/A	4	N/A	4	
SPS for Current Year	89.5	86.5	89.8	94.7	97.5	
School Improvement Status [3]					N/A	
Made AYP for SPS Component [4]					YES	
Made AYP for Subgroup Component [4]					N/A	

~ = Unavailable or insufficient data PK = Prekindergarten NG = Nongraded

N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

[1] Growth Label: 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.
2 = Exemplary Academic Growth 3 = Recognized Academic Growth 4 = Minimal Academic Growth 5 = No Growth 6 = School In Decline

[2] Performance Label: 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement
(1998-99 thru 2001-02) 4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

Starting in 2002-2003, the Performance Labels were as follows:
1 = Five Stars (*****) 2 = Four Stars (****) 3 = Three Stars (***) 4 = Two Stars (**)
5 = One Star (*) 6 = Academic Warning 7 = Academically Unacceptable

[3] Starting in 2002-2003, schools that do not meet the performance and growth requirements are placed in School Improvement.

[4] Starting in 2002-2003, schools were required to make their Adequate Yearly Progress (AYP) for both the subgroup component and the SPS component.

Table 7

School Characteristics and Accountability Information of Beauregard Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006002	**DeRidder High School**						
	Grade Structure	9-12,NG	9-12,NG	8-12,NG	8-12	8-12	
	School Type	High	High	High	High	High	
	October 1 Membership	836	775	799	779	777	
	Number on Free/Reduced Lunch	233	236	238	245	232	
	Percent on Free/Reduced Lunch	27.9	30.5	29.8	31.5	29.9	
	Number of Faculty	59	59	59	56	54	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	104.0	
	Point Change in SPS	N/A	N/A	N/A	0.2	3.2	
	Met Growth Target	N/A	N/A	N/A	N/A	NO	
	Growth Label [1]	N/A	N/A	N/A	N/A	1	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	N/A	N/A	100.8	N/A	104.1	
	Growth Target	N/A	N/A	5.0	N/A	2	
	Performance Label [2]	N/A	N/A	3	N/A	3	
	SPS for Current Year	N/A	N/A	100.8	101.0	104.1	
	School Improvement Status [3]					N/A	
	Made AYP for SPS Component [4]					YES	
	Made AYP for Subgroup Component [4]					YES	

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N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

[1] Growth Label: 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.
2 = Exemplary Academic Growth 3 = Recognized Academic Growth 4 = Minimal Academic Growth 5 = No Growth 6 = School In Decline

[2] Performance Label: 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement
(1998-99 thru 2001-02) 4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

Starting in 2002-2003, the Performance Labels were as follows:
1 = Five Stars (*****) 2 = Four Stars (****) 3 = Three Stars (***) 4 = Two Stars (**)
5 = One Star (*) 6 = Academic Warning 7 = Academically Unacceptable

[3] Starting in 2002-2003, schools that do not meet the performance and growth requirements are placed in School Improvement.

[4] Starting in 2002-2003, schools were required to make their Adequate Yearly Progress (AYP) for both the subgroup component and the SPS component.

Table 7

School Characteristics and Accountability Information of Beauregard Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006003 DeRidder Junior High School						
Grade Structure	6-8	6-8	6-8,NG	6-8	6-8	
School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	
October 1 Membership	656	633	615	624	672	
Number on Free/Reduced Lunch	281	294	290	281	313	
Percent on Free/Reduced Lunch	42.8	46.4	47.2	45.0	46.6	
Number of Faculty	45	44	42	46	45	
Paired/Shared	NO	NO	NO	NO	NO	
Growth School Performance Score (SPS)	N/A	N/A	94.1	N/A	92.8	
Point Change in SPS	N/A	13.0	17.1	2.9	1.6	
Met Growth Target	N/A	N/A	YES	N/A	NO	
Growth Label [1]	N/A	N/A	2	N/A	4	
Reward Eligibility	N/A	N/A	YES	N/A	NO	
Baseline SPS	77.0	N/A	91.2	N/A	92.2	
Growth Target	5.0	N/A	5.0	N/A	2.3	
Performance Label [2]	4	N/A	4	N/A	4	
SPS for Current Year	77.0	90.0	91.2	94.1	92.2	
School Improvement Status [3]					N/A	
Made AYP for SPS Component [4]					YES	
Made AYP for Subgroup Component [4]					YES	

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N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

[1] Growth Label: 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.
2 = Exemplary Academic Growth 3 = Recognized Academic Growth 4 = Minimal Academic Growth 5 = No Growth 6 = School In Decline

[2] Performance Label: 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement
(1998-99 thru 2001-02) 4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

Starting in 2002-2003, the Performance Labels were as follows:
1 = Five Stars (*****) 2 = Four Stars (****) 3 = Three Stars (***) 4 = Two Stars (**)
5 = One Star (*) 6 = Academic Warning 7 = Academically Unacceptable

[3] Starting in 2002-2003, schools that do not meet the performance and growth requirements are placed in School Improvement.

[4] Starting in 2002-2003, schools were required to make their Adequate Yearly Progress (AYP) for both the subgroup component and the SPS component.

Table 7

School Characteristics and Accountability Information of Beauregard Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006004 East Beauregard High School						
Grade Structure	PK,K-12	PK,K-12	PK,K-12	6-12	6-12	
School Type	Combination	Combination	Combination	High	High	
October 1 Membership	936	942	931	459	457	
Number on Free/Reduced Lunch	408	409	408	175	181	
Percent on Free/Reduced Lunch	43.6	43.4	44.1	38.1	39.6	
Number of Faculty	59	66	67	66	34	
Paired/Shared	NO	NO	NO	NO	NO	
Growth School Performance Score (SPS)	N/A	N/A	91.1	N/A	96.8	
Point Change in SPS	N/A	8.1	6.0	2.6	1.8	
Met Growth Target	N/A	N/A	YES	N/A	NO	
Growth Label [1]	N/A	N/A	3	N/A	4	
Reward Eligibility	N/A	N/A	YES	N/A	NO	
Baseline SPS	85.1	N/A	95.0	N/A	96.6	
Growth Target	5.0	N/A	5.0	N/A	2	
Performance Label [2]	4	N/A	4	N/A	4	
SPS for Current Year	85.1	93.2	95.0	97.6	96.6	
School Improvement Status [3]					N/A	
Made AYP for SPS Component [4]					YES	
Made AYP for Subgroup Component [4]					YES	

~ = Unavailable or insufficient data PK = Prekindergarten NG = Nongraded

N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

[1] Growth Label: 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.
2 = Exemplary Academic Growth 3 = Recognized Academic Growth 4 = Minimal Academic Growth 5 = No Growth 6 = School In Decline

[2] Performance Label: 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement
(1998-99 thru 2001-02) 4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

Starting in 2002-2003, the Performance Labels were as follows:
1 = Five Stars (*****) 2 = Four Stars (****) 3 = Three Stars (***) 4 = Two Stars (**)
5 = One Star (*) 6 = Academic Warning 7 = Academically Unacceptable

[3] Starting in 2002-2003, schools that do not meet the performance and growth requirements are placed in School Improvement.

[4] Starting in 2002-2003, schools were required to make their Adequate Yearly Progress (AYP) for both the subgroup component and the SPS component.

Table 7

School Characteristics and Accountability Information of Beauregard Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006006 K.R. Hanchey Elementary School						
Grade Structure	PK,K-1	PK,K-1	PK,K-1	PK,K-1	PK,K-1	
School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
October 1 Membership	493	485	467	460	472	
Number on Free/Reduced Lunch	288	264	250	264	243	
Percent on Free/Reduced Lunch	58.4	54.4	56.7	57.4	51.5	
Number of Faculty	42	45	42	43	42	
Paired/Shared	YES	YES	YES	YES	YES	
Growth School Performance Score (SPS)	N/A	N/A	89.7	N/A	92.8	
Point Change in SPS	N/A	1.8	5.7	2.2	4.5	
Met Growth Target	N/A	N/A	YES	N/A	NO	
Growth Label [1]	N/A	N/A	3	N/A	4	
Reward Eligibility	N/A	N/A	YES	N/A	NO	
Baseline SPS	84.0	N/A	88.3	N/A	92.2	
Growth Target	5.0	N/A	5.0	N/A	2.4	
Performance Label [2]	4	N/A	4	N/A	4	
SPS for Current Year	84.0	85.8	88.3	90.5	92.2	
School Improvement Status [3]					N/A	
Made AYP for SPS Component [4]					YES	
Made AYP for Subgroup Component [4]					N/A	

~ = Unavailable or insufficient data PK = Prekindergarten NG = Nongraded

N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

[1] Growth Label: 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.
2 = Exemplary Academic Growth 3 = Recognized Academic Growth 4 = Minimal Academic Growth 5 = No Growth 6 = School In Decline

[2] Performance Label: 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement
(1998-99 thru 2001-02) 4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

Starting in 2002-2003, the Performance Labels were as follows:
1 = Five Stars (*****) 2 = Four Stars (****) 3 = Three Stars (***) 4 = Two Stars (**)
5 = One Star (*) 6 = Academic Warning 7 = Academically Unacceptable

[3] Starting in 2002-2003, schools that do not meet the performance and growth requirements are placed in School Improvement.

[4] Starting in 2002-2003, schools were required to make their Adequate Yearly Progress (AYP) for both the subgroup component and the SPS component.

Table 7

School Characteristics and Accountability Information of Beauregard Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006007 Hyatt High School						
Grade Structure	K-12	K-12	K-12	K-12	PK,K-12	
School Type	Combination	Combination	Combination	Combination	Combination	
October 1 Membership	165	179	166	180	198	
Number on Free/Reduced Lunch	74	100	89	100	123	
Percent on Free/Reduced Lunch	44.8	55.9	54.9	55.6	62.1	
Number of Faculty	18	18	21	21	19	
Paired/Shared	NO	NO	NO	NO	NO	
Growth School Performance Score (SPS)	N/A	N/A	76.0	N/A	80.2	
Point Change in SPS	N/A	17.8	10.5	-1.3	-2.4	
Met Growth Target	N/A	N/A	YES	N/A	NO	
Growth Label [1]	N/A	N/A	3	N/A	5	
Reward Eligibility	N/A	N/A	YES	N/A	NO	
Baseline SPS	65.5	N/A	82.6	N/A	80	
Growth Target	6.6	N/A	5.0	N/A	3.5	
Performance Label [2]	5	N/A	4	N/A	4	
SPS for Current Year	65.5	83.3	82.6	81.3	80.0	
School Improvement Status [3]					1	
Made AYP for SPS Component [4]					YES	
Made AYP for Subgroup Component [4]					YES	

~ = Unavailable or insufficient data PK = Prekindergarten NG = Nongraded

N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

[1] Growth Label: 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.
2 = Exemplary Academic Growth 3 = Recognized Academic Growth 4 = Minimal Academic Growth 5 = No Growth 6 = School In Decline

[2] Performance Label: 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement
(1998-99 thru 2001-02) 4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

Starting in 2002-2003, the Performance Labels were as follows:
1 = Five Stars (*****) 2 = Four Stars (****) 3 = Three Stars (***) 4 = Two Stars (**)
5 = One Star (*) 6 = Academic Warning 7 = Academically Unacceptable

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[4] Starting in 2002-2003, schools were required to make their Adequate Yearly Progress (AYP) for both the subgroup component and the SPS component.

Table 7

School Characteristics and Accountability Information of Beauregard Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006008	**Merryville High School**						
	Grade Structure	K-12	K-12	K-12	K-12	PK,K-12	
	School Type	Combination	Combination	Combination	Combination	Combination	
	October 1 Membership	581	576	585	562	518	
	Number on Free/Reduced Lunch	241	244	245	223	220	
	Percent on Free/Reduced Lunch	41.5	42.4	42.8	39.7	42.5	
	Number of Faculty	47	49	51	50	48	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	92.9	N/A	95.8	
	Point Change in SPS	N/A	0.1	4.5	-1.1	5.8	
	Met Growth Target	N/A	N/A	NO	N/A	YES	
	Growth Label [1]	N/A	N/A	4	N/A	3	
	Reward Eligibility	N/A	N/A	NO	N/A	YES	
	Baseline SPS	88.4	N/A	90.0	N/A	94.2	
	Growth Target	5.0	N/A	5.0	N/A	2.2	
	Performance Label [2]	4	N/A	4	N/A	4	
	SPS for Current Year	88.4	88.5	90.0	88.9	94.2	
	School Improvement Status [3]					N/A	
	Made AYP for SPS Component [4]					YES	
	Made AYP for Subgroup Component [4]					YES	

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N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

[1] Growth Label: 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.
2 = Exemplary Academic Growth 3 = Recognized Academic Growth 4 = Minimal Academic Growth 5 = No Growth 6 = School In Decline

[2] Performance Label: 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement
(1998-99 thru 2001-02) 4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

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Table 7

School Characteristics and Accountability Information of Beauregard Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006009 Pine Wood Elementary School						
Grade Structure	3-5,NG	4-5	4-5,NG	1,4-5	4-5	
School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
October 1 Membership	405	439	465	471	445	
Number on Free/Reduced Lunch	220	218	236	250	243	
Percent on Free/Reduced Lunch	54.3	49.7	50.8	53.1	54.6	
Number of Faculty	35	33	35	33	34	
Paired/Shared	YES	YES	YES	YES	YES	
Growth School Performance Score (SPS)	N/A	N/A	89.7	N/A	92.8	
Point Change in SPS	N/A	1.8	5.7	2.2	4.5	
Met Growth Target	N/A	N/A	YES	N/A	NO	
Growth Label [1]	N/A	N/A	3	N/A	4	
Reward Eligibility	N/A	N/A	YES	N/A	NO	
Baseline SPS	84.0	N/A	88.3	N/A	92.2	
Growth Target	5.0	N/A	5.0	N/A	2.4	
Performance Label [2]	4	N/A	4	N/A	4	
SPS for Current Year	84.0	85.8	88.3	90.5	92.2	
School Improvement Status [3]					N/A	
Made AYP for SPS Component [4]					YES	
Made AYP for Subgroup Component [4]					YES	

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N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

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[4] Starting in 2002-2003, schools were required to make their Adequate Yearly Progress (AYP) for both the subgroup component and the SPS component.

Table 7

School Characteristics and Accountability Information of Beauregard Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006010 Singer High School						
Grade Structure	K-12	K-12	K-12	K-12	PK,K-12	
School Type	Combination	Combination	Combination	Combination	Combination	
October 1 Membership	348	353	364	337	347	
Number on Free/Reduced Lunch	184	147	183	178	185	
Percent on Free/Reduced Lunch	52.9	41.6	51.5	52.8	53.3	
Number of Faculty	30	31	32	32	33	
Paired/Shared	NO	NO	NO	NO	NO	
Growth School Performance Score (SPS)	N/A	N/A	89.3	N/A	92.2	
Point Change in SPS	N/A	16.3	13.7	1.3	3.5	
Met Growth Target	N/A	N/A	YES	N/A	NO	
Growth Label [1]	N/A	N/A	2	N/A	4	
Reward Eligibility	N/A	N/A	YES	N/A	NO	
Baseline SPS	75.6	N/A	88.7	N/A	91.9	
Growth Target	5.0	N/A	5.0	N/A	2.4	
Performance Label [2]	4	N/A	4	N/A	4	
SPS for Current Year	75.6	91.9	88.7	90.0	91.9	
School Improvement Status [3]					N/A	
Made AYP for SPS Component [4]					YES	
Made AYP for Subgroup Component [4]					YES	

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N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

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Table 7

School Characteristics and Accountability Information of Beauregard Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006011 South Beauregard High School						
Grade Structure	6-12	6-12	6-12	6-12	6-12	
School Type	High	High	High	High	High	
October 1 Membership	643	644	673	654	667	
Number on Free/Reduced Lunch	164	150	176	179	176	
Percent on Free/Reduced Lunch	25.5	23.3	26.2	27.4	26.4	
Number of Faculty	42	41	41	43	43	
Paired/Shared	NO	NO	NO	NO	NO	
Growth School Performance Score (SPS)	N/A	N/A	95.2	N/A	101.7	
Point Change in SPS	N/A	10.1	4.7	1.6	3.0	
Met Growth Target	N/A	N/A	NO	N/A	NO	
Growth Label [1]	N/A	N/A	4	N/A	1	
Reward Eligibility	N/A	N/A	NO	N/A	NO	
Baseline SPS	90.5	N/A	98.7	N/A	100.9	
Growth Target	5.0	N/A	5.0	N/A	2	
Performance Label [2]	4	N/A	4	N/A	3	
SPS for Current Year	90.5	100.6	98.7	100.3	100.9	
School Improvement Status [3]					N/A	
Made AYP for SPS Component [4]					YES	
Made AYP for Subgroup Component [4]					YES	

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Table 7

School Characteristics and Accountability Information of Beauregard Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006013 South Beauregard Elementary School						
Grade Structure	K-5	K-5	K-5	K-5	PK,K-5	
School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
October 1 Membership	566	585	621	614	640	
Number on Free/Reduced Lunch	230	230	237	238	267	
Percent on Free/Reduced Lunch	40.6	39.3	39.7	38.8	41.7	
Number of Faculty	39	44	43	46	45	
Paired/Shared	NO	NO	NO	NO	NO	
Growth School Performance Score (SPS)	N/A	N/A	98.3	N/A	97.7	
Point Change in SPS	N/A	5.2	7.8	-2.3	-1.4	
Met Growth Target	N/A	N/A	YES	N/A	NO	
Growth Label [1]	N/A	N/A	3	N/A	5	
Reward Eligibility	N/A	N/A	YES	N/A	NO	
Baseline SPS	90.5	N/A	99.1	N/A	97.2	
Growth Target	5.0	N/A	5.0	N/A	2	
Performance Label [2]	4	N/A	4	N/A	4	
SPS for Current Year	90.5	95.7	99.1	96.8	97.2	
School Improvement Status [3]					1	
Made AYP for SPS Component [4]					YES	
Made AYP for Subgroup Component [4]					YES	

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Table 7

School Characteristics and Accountability Information of Beauregard Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006021	**Beauregard Alternative School**						
	Grade Structure	6-9,11	6-12,NG	5-12,NG	5-12	5-12	
	School Type	High	High	Combination	Combination	Combination	
	October 1 Membership	37	22	21	22	31	
	Number on Free/Reduced Lunch	28	15	9	14	21	
	Percent on Free/Reduced Lunch	75.7	68.2	42.9	63.6	67.7	
	Number of Faculty	4	7	7	6	8	
	Paired/Shared	N/A	N/A	N/A	N/A	N/A	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	N/A	
	Point Change in SPS	N/A	N/A	N/A	N/A	N/A	
	Met Growth Target	N/A	N/A	N/A	N/A	N/A	
	Growth Label [1]	N/A	N/A	N/A	N/A	N/A	
	Reward Eligibility	N/A	N/A	N/A	N/A	N/A	
	Baseline SPS	N/A	N/A	N/A	N/A	N/A	
	Growth Target	N/A	N/A	N/A	N/A	N/A	
	Performance Label [2]	N/A	N/A	N/A	N/A	N/A	
	SPS for Current Year	N/A	N/A	N/A	N/A	N/A	
	School Improvement Status [3]					N/A	
	Made AYP for SPS Component [4]					N/A	
	Made AYP for Subgroup Component [4]					N/A	

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Table 7

School Characteristics and Accountability Information of Beauregard Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006022 East Beauregard Elementary School						
Grade Structure	~	~	~	PK,K-5	PK,K-5,NG	
School Type	~	~	~	Elementary	Elementary	
October 1 Membership	~	~	~	420	401	
Number on Free/Reduced Lunch	~	~	~	238	219	
Percent on Free/Reduced Lunch	~	~	~	56.7	54.6	
Number of Faculty	~	~	~	~	34	
Paired/Shared	N/A	N/A	N/A	NO	NO	
Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	99.5	
Point Change in SPS	N/A	N/A	N/A	2.6	4.5	
Met Growth Target	N/A	N/A	N/A	N/A	NO	
Growth Label [1]	N/A	N/A	N/A	N/A	4	
Reward Eligibility	N/A	N/A	N/A	N/A	NO	
Baseline SPS	N/A	N/A	N/A	N/A	99.5	
Growth Target	N/A	N/A	N/A	N/A	2	
Performance Label [2]	N/A	N/A	N/A	N/A	4	
SPS for Current Year	N/A	N/A	N/A	97.6	99.5	
School Improvement Status [3]					N/A	
Made AYP for SPS Component [4]					YES	
Made AYP for Subgroup Component [4]					YES	

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Table 7

School Characteristics and Accountability Information of Beauregard Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006023 Southwest Louisiana Marine Institute						
Grade Structure	~	~	~	6-12	5-12	
School Type	~	~	~	High	Combination	
October 1 Membership	~	~	~	19	32	
Number on Free/Reduced Lunch	~	~	~	18	28	
Percent on Free/Reduced Lunch	~	~	~	94.7	87.5	
Number of Faculty	~	~	~	~	~	
Paired/Shared	N/A	N/A	N/A	N/A	N/A	
Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	N/A	
Point Change in SPS	N/A	N/A	N/A	N/A	N/A	
Met Growth Target	N/A	N/A	N/A	N/A	N/A	
Growth Label [1]	N/A	N/A	N/A	N/A	N/A	
Reward Eligibility	N/A	N/A	N/A	N/A	N/A	
Baseline SPS	N/A	N/A	N/A	N/A	N/A	
Growth Target	N/A	N/A	N/A	N/A	N/A	
Performance Label [2]	N/A	N/A	N/A	N/A	N/A	
SPS for Current Year	N/A	N/A	N/A	N/A	N/A	
School Improvement Status [3]					N/A	
Made AYP for SPS Component [4]					N/A	
Made AYP for Subgroup Component [4]					N/A	

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Table 7

School Characteristics and Accountability Information of Beauregard Parish

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
District												
Total Number of Schools		13		13		12		15		14		
October 1 Membership		6,134		6,078		6,041		6,027		6,058		
Number of Faculty		457		474		475		476		471		
Schools by Performance Label (Starting in 2002-03)	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Five Stars (*****)									0.0	0		
Four Stars (****)									0.0	0		
Three Stars (***)									16.7	2		
Two Stars (**)									83.3	10		
One Star (*)									0.0	0		
Academic Warning									0.0	0		
Academically Unacceptable									0.0	0		
Schools By Growth Label [1]												
No Label Assigned	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	16.7	2		
Exemplary Academic Growth	N/A	N/A	N/A	N/A	20.0	2	N/A	N/A	0.0	0		
Recognized Academic Growth	N/A	N/A	N/A	N/A	50.0	5	N/A	N/A	16.7	2		
Minimal Academic Growth	N/A	N/A	N/A	N/A	30.0	3	N/A	N/A	50.0	6		
No Growth	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	16.7	2		
School In Decline	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	0.0	0		
Number of Schools	N/A	N/A	N/A	N/A	100.0	10	N/A	N/A	100.0	12		
Schools By Levels of School Improvement												
Not in School Improvement (SI)									83.3	10		
School Improvement 1 (SI 1)									16.7	2		
School Improvement 2 (SI 2)									0.0	0		
School Improvement 3 (SI 3)									0.0	0		
School Improvement 4 (SI 4)									0.0	0		
School Improvement 5 (SI 5)									0.0	0		
School Improvement 6 (SI 6)									0.0	0		
Schools by Reward Eligibility												
Schools Eligible for Receiving Rewards	N/A	N/A	N/A	N/A	70.0	7	N/A	N/A	16.7	2		
Schools by AYP Status [2]												
Made AYP for SPS Component									100.0	12		
Made AYP for Subgroup Component									100.0	12		

N/A = Not Applicable: Performance Labels, Growth Labels, and Reward Eligibility are assigned once every two years.

[1] No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.

[2] Starting in 2002-2003, schools were required to make their Adequate Yearly Progress (AYP) for both the Subgroup Component and the SPS Component.

Table 7

School Characteristics and Accountability Information of Beauregard Parish

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
State												
Total Number of Schools		1,507		1,533		1,532		1,538		1,551		
October 1 Membership		766,169		753,905		741,553		730,252		729,516		
Number of Faculty		54,244		55,402		55,526		55,528		55,428		
Schools by Performance Label (Starting in 2002-03)	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Five Stars (*****)									0.6	8		
Four Stars (****)									2.2	30		
Three Stars (***)									17.0	234		
Two Stars (**)									34.4	474		
One Star (*)									28.1	387		
Academic Warning									12.0	166		
Academically Unacceptable									5.8	80		
Schools By Growth Label [1]												
No Label Assigned	N/A	N/A	N/A	N/A	5.8	68	N/A	N/A	12.7	174		
Exemplary Academic Growth	N/A	N/A	N/A	N/A	43.6	514	N/A	N/A	9.5	130		
Recognized Academic Growth	N/A	N/A	N/A	N/A	25.5	301	N/A	N/A	19.4	267		
Minimal Academic Growth	N/A	N/A	N/A	N/A	18.0	212	N/A	N/A	36.1	496		
No Growth	N/A	N/A	N/A	N/A	4.7	55	N/A	N/A	16.2	222		
School In Decline	N/A	N/A	N/A	N/A	2.5	29	N/A	N/A	6.2	85		
Number of Schools	N/A	N/A	N/A	N/A	100.0	1,179	N/A	N/A	100.0	1,374		
Schools By Levels of School Improvement												
Not in School Improvement (SI)									55.5	765		
School Improvement 1 (SI 1)									39.5	545		
School Improvement 2 (SI 2)									3.8	52		
School Improvement 3 (SI 3)									0.4	6		
School Improvement 4 (SI 4)									0.8	11		
School Improvement 5 (SI 5)									0.0	0		
School Improvement 6 (SI 6)									0.0	0		
Schools by Reward Eligibility												
Schools Eligible for Receiving Rewards	N/A	N/A	N/A	N/A	68.2	804	N/A	N/A	24.2	333		
Schools by AYP Status [2]												
Made AYP for SPS Component									94.9	1,282		
Made AYP for Subgroup Component									93.8	1,237		

N/A = Not Applicable: Performance Labels, Growth Labels, and Reward Eligibility are assigned once every two years.

[1] No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.

[2] Starting in 2002-2003, schools were required to make their Adequate Yearly Progress (AYP) for both the Subgroup Component and the SPS Component.

Faculty with a Master's Degree or Higher

Perhaps the most vital educational resource available to students is the school faculty. One indicator of faculty preparation is the level of academic training the staff has completed.

Data Presentation

Table 8, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in each district. Schools are presented in site code order. District and state totals are presented for comparison purposes.

Definition

- *Faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant principals, guidance counselors, librarians, and other instructional/administrative staff.

Method of Calculation

The formula used to compute the percentage of faculty who have a master's degree or higher is presented below. Itinerant staff members who are employed at multiple school sites are counted at each school in which they teach, but are counted only once in district and state percentages.

Data Sources

District-reported data submitted to the Louisiana Department of Education via the *Profile of Educational Personnel* (PEP).

Formula Used to Calculate Percent of Faculty with a Master's Degree or Higher

$$\text{Percent of Faculty with a Master's Degree or Higher} = \frac{\text{Number of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} \times 100$$

Table 8

Faculty with a Master's Degree or Higher

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006001	Carver Elementary School	32.4	11	23.5	8	22.9	8	23.5	8	21.9	7		
006002	DeRidder High School	39.0	23	33.9	20	28.8	17	26.8	15	29.6	16		
006003	DeRidder Junior High School	42.2	19	38.6	17	31.0	13	30.4	14	33.3	15		
006004	East Beauregard High School	42.4	25	36.4	24	38.8	26	37.9	25	44.1	15		
006006	K.R. Hanchey Elementary School	38.1	16	42.2	19	40.5	17	34.9	15	38.1	16		
006007	Hyatt High School	44.4	8	44.4	8	42.9	9	38.1	8	31.6	6		
006008	Merryville High School	40.4	19	42.9	21	47.1	24	44.0	22	45.8	22		
006009	Pine Wood Elementary School	34.3	12	30.3	10	28.6	10	27.3	9	26.5	9		
006010	Singer High School	33.3	10	32.3	10	31.3	10	37.5	12	39.4	13		
006011	South Beauregard High School	26.2	11	31.7	13	34.1	14	32.6	14	30.2	13		
006013	South Beauregard Elementary School	61.5	24	45.5	20	41.9	18	43.5	20	37.8	17		
006021	Beauregard Alternative School	75.0	3	71.4	5	57.1	4	66.7	4	50.0	4		
006022	East Beauregard Elementary School	~	~	~	~	~	~	~	~	32.4	11		
District		39.8	182	37.1	176	35.8	170	34.9	166	34.8	164		
State		38.9	21,115	37.9	21,017	37.5	20,846	37.2	20,663	36.9	20,425		

~ = Unavailable or insufficient data

Teacher Quality

It is imperative that our students receive academic instruction from highly qualified professionals. One mechanism for ensuring teacher quality is the licensure or certification of classroom teachers. Research suggests that teacher certification in the field of instruction is essential. Rigorous certification and licensure requirements, as well as strengthening teacher preparation programs, are thought to be keys to ensuring quality public education.

Data Presentation

Table 9 provides a view of the public school instruction quality by assessing the qualification of teachers teaching core classes. Specifically, it presents the percent and number of core classes taught by highly qualified teachers. District and state totals are presented for comparison purposes.

Definitions

- *Highly Qualified Teachers*- are defined as certified teachers who meet the following criteria:
  - hold an A, B, C, L1, L2, or L3 certificate as well as those who hold out-of-state and Practitioner's Licenses (PL);
  - teach a core course (English Language Arts, Mathematics, Science, Social Studies, Foreign Language or the Arts) in grades 1-12; and
  - their area of certification matches each core academic course they teach in addition to having demonstrated competency in teaching each course.

Method of Calculation

The percent and numbers for this report were determined on a class-by-class basis. As some schools had no core courses for the 2002-2003, no highly-qualified teacher data were available for them.

Data Sources

The number of standard and non-standard teaching certificates is district-reported data submitted to the Louisiana Department of Education via the *Annual School Report* (ASR) database. The Annual School Report (ASR) database for school year 2002-2003 provided the data on the courses being taught by each teacher. Those teachers teaching core courses in grades 1-12 were checked against the Teacher Certification (TCR) database to ascertain whether or not they held the appropriate certificates (determined as highly qualified) for every core course taught.

Formula Used

$$\textit{Percent of Classes Taught By Highly Qualified Teachers} = \frac{\textit{Total Number of Core Classes in Grades 1-12 Taught by Highly Qualified Teachers}}{\textit{Total Number of All Core Classes In Grades 1-12}}$$

Table 9: Teacher Quality*

*Percent and Number of Core Classes Taught by Highly Qualified Teachers***

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006001	Carver Elementary School									100.0	27		
006002	DeRidder High School									65.0	117		
006003	DeRidder Junior High School									91.4	138		
006004	East Beauregard High School									92.2	107		
006006	K.R. Hanchey Elementary School									100.0	12		
006007	Hyatt High School									58.7	27		
006008	Merryville High School									90.5	86		
006009	Pine Wood Elementary School									100.0	68		
006010	Singer High School									84.4	54		
006011	South Beauregard High School									92.8	142		
006013	South Beauregard Elementary School									100.0	29		
006021	Beauregard Alternative School									48.6	17		
006022	East Beauregard Elementary School									100.0	49		
006023	Southwest Louisiana Marine Institute									55.0	11		
District										84.6	884		
State										85.6	101,778		

~ = Unavailable or insufficient data

* = This information became available for reporting starting 2002-2003.

** = Core classes are English, math, science, social studies, foreign language, and the arts.

Class Size Characteristics

Small classes generally allow more time for pupil-teacher interaction; therefore, they are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the State Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels *(Bulletin 741)*. The maximum enrollment in grades K-3 is 26 students, while in grades 4-12 the maximum enrollment is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

Data Presentation

Tables 10a-10d (Class Size Characteristics for *Elementary, Middle/Junior High, High, and Combination Schools*, respectively) present the number and percentage of classes that fall within various class size ranges. This report provides the class size information for grades PK-12 by four ranges: 1-20, 21-26, 27-33 and 34+. Category percentages are provided for comparison purposes. Data are presented for all schools in each district, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

Definition

- *Class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for the purposes of the *Annual School Report* (ASR) and as identified by a specific ASR course code.

Method of Calculation

The following criterion was applied to *Annual School Report* (ASR) data to determine which classes should be included/excluded from the class size calculations:

- Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.
- Non-graded, infant, and preschool classes are excluded.

Data Source

District-reported data from the *Annual School Report* (ASR).

Formulas Used to Calculate Percent of Classes in Each of the Specific Class Size Ranges

$$\textit{Percent of Classes in Specific Class Size Range} = \frac{\textit{Number of Classes in Specific Class Size Range}}{\textit{Total Number of Classes}} \times 100^{*}$$

*Note: Because of school categorization, the numerator and denominator will vary. For example, Percent of Classes in Elementary Schools in Specific Class Size Range = (Number of Classes in Elementary Schools in Specific Class Size Range / Total Number of Classes in Elementary Schools) X 100.

Table 10a: Class Size Characteristics

Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006001	**Carver Elementary School**												
	Class Size Range 1 - 20	52.2	12	69.6	16	95.7	22	72.7	16	90.5	19		
	Class Size Range 21 - 26	47.8	11	30.4	7	4.4	1	27.3	6	9.5	2		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
006006	**K.R. Hanchey Elementary School**												
	Class Size Range 1 - 20	50.0	12	21.7	5	68.2	15	34.8	8	39.1	9		
	Class Size Range 21 - 26	50.0	12	78.3	18	31.8	7	65.2	15	60.9	14		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
006009	**Pine Wood Elementary School**												
	Class Size Range 1 - 20	16.3	15	0.0	0	0.0	0	0.0	0	8.8	6		
	Class Size Range 21 - 26	83.7	77	80.0	16	65.4	17	56.7	38	91.2	62		
	Class Size Range 27 - 33	0.0	0	20.0	4	34.6	9	43.3	29	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
006013	**South Beauregard Elementary School**												
	Class Size Range 1 - 20	0.0	0	25.9	7	25.9	7	31.3	10	40.0	14		
	Class Size Range 21 - 26	100.0	25	74.1	20	74.1	20	65.6	21	34.3	12		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	3.1	1	25.7	9		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
006022	**East Beauregard Elementary School**												
	Class Size Range 1 - 20	~	~	~	~	~	~	29.4	15	38.0	19		
	Class Size Range 21 - 26	~	~	~	~	~	~	70.6	36	62.0	31		
	Class Size Range 27 - 33	~	~	~	~	~	~	0.0	0	0.0	0		
	Class Size Range 34 +	~	~	~	~	~	~	0.0	0	0.0	0		

~ = Unavailable or insufficient data

Table 10a: Class Size Characteristics

Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District (Elementary Schools)													
	Class Size Range 1 - 20	23.8	39	30.1	28	44.9	44	25.1	49	34.0	67		
	Class Size Range 21 - 26	76.2	125	65.6	61	45.9	45	59.5	116	61.4	121		
	Class Size Range 27 - 33	0.0	0	4.3	4	9.2	9	15.4	30	4.6	9		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
District (All Schools)													
	Class Size Range 1 - 20	46.7	524	48.8	528	49.1	531	48.2	562	50.6	591		
	Class Size Range 21 - 26	40.4	454	37.9	410	40.4	437	37.5	437	35.0	409		
	Class Size Range 27 - 33	12.9	145	13.2	143	10.5	113	14.3	166	14.5	169		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
State (Elementary Schools)													
	Class Size Range 1 - 20	38.0	13,039	45.3	16,211	47.0	17,287	49.5	18,310	52.6	20,991		
	Class Size Range 21 - 26	49.1	16,818	42.2	15,110	42.7	15,706	41.6	15,403	39.6	15,824		
	Class Size Range 27 - 33	12.9	4,417	12.4	4,441	10.2	3,753	8.9	3,275	7.8	3,099		
	Class Size Range 34 +	0.0	2	0.2	59	0.1	25	0.0	3	0.0	6		
State (All Schools)													
	Class Size Range 1 - 20	37.7	46,257	41.2	51,723	42.6	53,422	44.8	56,394	47.4	61,173		
	Class Size Range 21 - 26	38.0	46,650	35.8	44,880	36.1	45,201	35.4	44,581	34.8	44,942		
	Class Size Range 27 - 33	24.4	29,952	22.9	28,774	21.3	26,617	19.7	24,809	17.8	23,027		
	Class Size Range 34 +	0.0	7	0.1	65	0.0	39	0.0	15	0.0	28		

~ = Unavailable or insufficient data

Table 10b: Class Size Characteristics

Middle/Jr. High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006003	**DeRidder Junior High School**												
	Class Size Range 1 - 20	40.9	63	41.7	63	46.7	71	45.8	71	31.8	48		
	Class Size Range 21 - 26	39.6	61	43.1	65	44.7	68	37.4	58	37.1	56		
	Class Size Range 27 - 33	19.5	30	15.2	23	8.6	13	16.8	26	31.1	47		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
District (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	40.9	63	41.7	63	46.7	71	45.8	71	31.8	48		
	Class Size Range 21 - 26	39.6	61	43.1	65	44.7	68	37.4	58	37.1	56		
	Class Size Range 27 - 33	19.5	30	15.2	23	8.6	13	16.8	26	31.1	47		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
District (All Schools)													
	Class Size Range 1 - 20	46.7	524	48.8	528	49.1	531	48.2	562	50.6	591		
	Class Size Range 21 - 26	40.4	454	37.9	410	40.4	437	37.5	437	35.0	409		
	Class Size Range 27 - 33	12.9	145	13.2	143	10.5	113	14.3	166	14.5	169		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
State (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	29.4	8,677	31.9	9,570	32.4	9,907	33.6	10,262	35.8	10,976		
	Class Size Range 21 - 26	39.6	11,706	39.3	11,800	40.8	12,465	41.3	12,612	41.3	12,652		
	Class Size Range 27 - 33	31.1	9,181	28.8	8,625	26.8	8,187	25.1	7,682	22.9	7,011		
	Class Size Range 34 +	0.0	1	0.0	1	0.0	0	0.0	4	0.0	0		
State (All Schools)													
	Class Size Range 1 - 20	37.7	46,257	41.2	51,723	42.6	53,422	44.8	56,394	47.4	61,173		
	Class Size Range 21 - 26	38.0	46,650	35.8	44,880	36.1	45,201	35.4	44,581	34.8	44,942		
	Class Size Range 27 - 33	24.4	29,952	22.9	28,774	21.3	26,617	19.7	24,809	17.8	23,027		
	Class Size Range 34 +	0.0	7	0.1	65	0.0	39	0.0	15	0.0	28		

~ = Unavailable or insufficient data

Table 10c: Class Size Characteristics

High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006002	**DeRidder High School**												
	Class Size Range 1 - 20	44.6	108	56.6	138	38.6	85	45.4	104	48.7	108		
	Class Size Range 21 - 26	45.5	110	36.9	90	56.4	124	40.2	92	38.3	85		
	Class Size Range 27 - 33	9.9	24	6.6	16	5.0	11	14.4	33	13.1	29		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
006004	**East Beauregard High School**												
	Class Size Range 1 - 20	Combo	Combo	Combo	Combo	Combo	Combo	59.3	83	56.1	78		
	Class Size Range 21 - 26	Combo	Combo	Combo	Combo	Combo	Combo	27.1	38	27.3	38		
	Class Size Range 27 - 33	Combo	Combo	Combo	Combo	Combo	Combo	13.6	19	16.6	23		
	Class Size Range 34 +	Combo	Combo	Combo	Combo	Combo	Combo	0.0	0	0.0	0		
006011	**South Beauregard High School**												
	Class Size Range 1 - 20	41.1	67	39.6	65	36.1	61	41.5	71	41.1	72		
	Class Size Range 21 - 26	28.8	47	31.7	52	36.1	61	36.3	62	36.0	63		
	Class Size Range 27 - 33	30.1	49	28.7	47	27.8	47	22.2	38	22.9	40		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
006021	**Beauregard Alternative School**												
	Class Size Range 1 - 20	100.0	16	100.0	22	~	~	~	~	~	~		
	Class Size Range 21 - 26	0.0	0	0.0	0	~	~	~	~	~	~		
	Class Size Range 27 - 33	0.0	0	0.0	0	~	~	~	~	~	~		
	Class Size Range 34 +	0.0	0	0.0	0	~	~	~	~	~	~		
006023	**Southwest Louisiana Marine Institute**												
	Class Size Range 1 - 20	~	~	~	~	~	~	100.0	20	Combo	Combo		
	Class Size Range 21 - 26	~	~	~	~	~	~	0.0	0	Combo	Combo		
	Class Size Range 27 - 33	~	~	~	~	~	~	0.0	0	Combo	Combo		
	Class Size Range 34 +	~	~	~	~	~	~	0.0	0	Combo	Combo		

~ = Unavailable or insufficient data

Table 10c: Class Size Characteristics

High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District (High Schools)													
	Class Size Range 1 - 20	43.2	175	49.8	203	37.5	146	49.6	278	48.1	258		
	Class Size Range 21 - 26	38.8	157	34.8	142	47.6	185	34.3	192	34.7	186		
	Class Size Range 27 - 33	18.0	73	15.4	63	14.9	58	16.1	90	17.2	92		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
District (All Schools)													
	Class Size Range 1 - 20	46.7	524	48.8	528	49.1	531	48.2	562	50.6	591		
	Class Size Range 21 - 26	40.4	454	37.9	410	40.4	437	37.5	437	35.0	409		
	Class Size Range 27 - 33	12.9	145	13.2	143	10.5	113	14.3	166	14.5	169		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
State (High Schools)													
	Class Size Range 1 - 20	37.8	18,806	39.7	20,058	41.4	20,349	44.1	21,731	45.5	22,297		
	Class Size Range 21 - 26	31.6	15,740	30.9	15,609	30.3	14,875	29.4	14,476	29.5	14,465		
	Class Size Range 27 - 33	30.6	15,231	29.4	14,864	28.3	13,877	26.5	13,025	24.9	12,210		
	Class Size Range 34 +	0.0	3	0.0	5	0.0	11	0.0	8	0.0	20		
State (All Schools)													
	Class Size Range 1 - 20	37.7	46,257	41.2	51,723	42.6	53,422	44.8	56,394	47.4	61,173		
	Class Size Range 21 - 26	38.0	46,650	35.8	44,880	36.1	45,201	35.4	44,581	34.8	44,942		
	Class Size Range 27 - 33	24.4	29,952	22.9	28,774	21.3	26,617	19.7	24,809	17.8	23,027		
	Class Size Range 34 +	0.0	7	0.1	65	0.0	39	0.0	15	0.0	28		

~ = Unavailable or insufficient data

Table 10d: Class Size Characteristics

Combination Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006004	**East Beauregard High School**												
	Class Size Range 1 - 20	40.0	68	33.0	59	43.1	81	High	High	High	High		
	Class Size Range 21 - 26	43.5	74	48.6	87	44.2	83	High	High	High	High		
	Class Size Range 27 - 33	16.5	28	18.4	33	12.8	24	High	High	High	High		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	High	High	High	High		
006007	**Hyatt High School**												
	Class Size Range 1 - 20	97.6	41	91.5	43	96.2	50	84.3	43	90.7	49		
	Class Size Range 21 - 26	2.4	1	4.3	2	3.9	2	11.8	6	5.6	3		
	Class Size Range 27 - 33	0.0	0	4.3	2	0.0	0	3.9	2	3.7	2		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
006008	**Merryville High School**												
	Class Size Range 1 - 20	67.3	70	56.4	62	56.4	62	50.9	55	62.9	66		
	Class Size Range 21 - 26	29.8	31	36.4	40	39.1	43	38.9	42	33.3	35		
	Class Size Range 27 - 33	2.9	3	7.3	8	4.6	5	10.2	11	3.8	4		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
006010	**Singer High School**												
	Class Size Range 1 - 20	76.5	52	67.6	48	79.7	59	58.9	43	69.7	53		
	Class Size Range 21 - 26	7.4	5	18.3	13	14.9	11	31.5	23	10.5	8		
	Class Size Range 27 - 33	16.2	11	14.1	10	5.4	4	9.6	7	19.7	15		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
006021	**Beauregard Alternative School**												
	Class Size Range 1 - 20	~	~	~	~	100.0	18	100.0	23	100.0	35		
	Class Size Range 21 - 26	~	~	~	~	0.0	0	0.0	0	0.0	0		
	Class Size Range 27 - 33	~	~	~	~	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	~	~	~	~	0.0	0	0.0	0	0.0	0		
006023	**Southwest Louisiana Marine Institute**												
	Class Size Range 1 - 20	~	~	~	~	~	~	High	High	100.0	15		
	Class Size Range 21 - 26	~	~	~	~	~	~	High	High	0.0	0		
	Class Size Range 27 - 33	~	~	~	~	~	~	High	High	0.0	0		
	Class Size Range 34 +	~	~	~	~	~	~	High	High	0.0	0		

~ = Unavailable or insufficient data

Table 10d: Class Size Characteristics

Combination Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District (Combination Schools)													
	Class Size Range 1 - 20	61.8	247	54.6	234	61.1	270	64.3	164	76.5	218		
	Class Size Range 21 - 26	27.8	111	33.1	142	31.5	139	27.8	71	16.1	46		
	Class Size Range 27 - 33	10.5	42	12.4	53	7.5	33	7.8	20	7.4	21		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
District (All Schools)													
	Class Size Range 1 - 20	46.7	524	48.8	528	49.1	531	48.2	562	50.6	591		
	Class Size Range 21 - 26	40.4	454	37.9	410	40.4	437	37.5	437	35.0	409		
	Class Size Range 27 - 33	12.9	145	13.2	143	10.5	113	14.3	166	14.5	169		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
State (Combination Schools)													
	Class Size Range 1 - 20	62.0	5,735	64.7	5,884	66.5	5,879	67.6	6,091	71.8	6,909		
	Class Size Range 21 - 26	25.8	2,386	26.0	2,361	24.4	2,155	23.2	2,090	20.8	2,001		
	Class Size Range 27 - 33	12.2	1,123	9.3	844	9.1	800	9.2	827	7.4	707		
	Class Size Range 34 +	0.0	1	0.0	0	0.0	3	0.0	0	0.0	2		
State (All Schools)													
	Class Size Range 1 - 20	37.7	46,257	41.2	51,723	42.6	53,422	44.8	56,394	47.4	61,173		
	Class Size Range 21 - 26	38.0	46,650	35.8	44,880	36.1	45,201	35.4	44,581	34.8	44,942		
	Class Size Range 27 - 33	24.4	29,952	22.9	28,774	21.3	26,617	19.7	24,809	17.8	23,027		
	Class Size Range 34 +	0.0	7	0.1	65	0.0	39	0.0	15	0.0	28		

~ = Unavailable or insufficient data

Section 3. Student Participation

Student Attendance 3-1
Student Suspensions and Expulsions 3-7
Student Retention 3-16
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Student Attendance

More than a decade ago, American schools were challenged by *A Nation at Risk* to do whatever necessary to reduce the amount of instructional time lost to absenteeism (Bennett, 1988). As educators have long recognized, occasional absences cause some learning disruption, but frequent student absences can severely reduce academic progress (Bamber, 1979).

The percent of student attendance reflects the percentage of time the average student is present within the total number of instructional days. Since 1993-94, attendance has been calculated to the nearest half day.

Data Presentation

This report presents the percent of student attendance for all grades (PK-12, non-graded) in the school, district, and state, based on the school category. Tables 11a-11d present the percent of student attendance for each school in the district. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order.

It should be noted that, for purposes of this report, the percent of students in attendance represents the current year's data; however, the accountability attendance index displayed in previous publications was based on previous year's attendance data due to data collection timelines.

Definitions

- *Aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.
- *Aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- *Day of attendance*—effective with the 1992-93 school year, when a student "(1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a State-approved education component, or participating in school-authorized field trips." (Bulletin 741)

  "Students who meet the above criteria and are present at the school site for more than 25% but not more than 50% of the student's instructional day shall be credited with a half day of attendance. Those who meet the above criteria and are present for more than 50% of the student's instructional day are credited with a whole day of attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department." *(Bulletin 741)*

  The above definition refers to the "amount" of time receiving instruction that is required to be considered in attendance. This definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.
- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

Method of Calculation

Attendance is calculated for all grades (PK-12, non-graded) in the school, district, and state, based on the school category. The formulas used in calculating percent of student attendance are presented on the following page.

Data Sources

The attendance indicator is based on district-reported data submitted to the Louisiana Department of Education via the *Student Information System* (SIS).

References

Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback. 126*, 12.

Bennett, W. J. (1988). *American Education - Making It Work.* 17. Washington, DC: U.S. Government Printing Office.

Louisiana Department of Education. *Handbook for Louisiana School Administrators (Bulletin 741)*. Baton Rouge, La.: Author.

Formulas Used to Calculate Percent of Student Attendance

School-level Aggregation

$$\textit{Percent of Student Attendance} = \frac{\textit{Aggregate Days of Attendance}}{\textit{Aggregate Days of Membership}} \times 100$$

District-level Aggregation

$$\textit{Percent of Student Attendance} = \frac{\textit{Total Aggregate Days of Attendance for All Schools in the District}}{\textit{Total Aggregate Days of Membership for All Schools in the District}} \times 100^{*}$$

State-level Aggregation

$$\textit{Percent of Student Attendance} = \frac{\textit{Total Aggregate Days of Attendance for All Schools in the State}}{\textit{Total Aggregate Days of Membership for All Schools in the State}} \times 100^{*}$$

*Note: Because of school categorization, the numerator and denominator will vary. For example, Percent of Student Attendance in Elementary Schools = (Aggregate Days of Attendance for All Elementary Schools / Aggregate Days of Membership for All Elementary Schools) X 100.

Table 11a: Percent of Student Attendance

Elementary Schools

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006001 Carver Elementary School	95.8	95.5	95.1	96.0	95.9	
006006 K.R. Hanchey Elementary School	95.9	94.9	94.4	94.4	94.3	
006009 Pine Wood Elementary School	96.1	96.1	95.8	95.8	95.4	
006013 South Beauregard Elementary School	94.9	94.4	94.1	94.5	94.1	
006022 East Beauregard Elementary School	~	~	~	95.4	94.4	
District (Elementary Schools)	95.6	95.2	94.8	95.2	94.7	
District (All Schools)	94.3	94.4	94.0	94.8	94.5	
State (Elementary Schools)	95.2	95.5	95.1	95.3	94.8	
State (All Schools)	93.5	94.0	93.7	93.8	93.5	

~ = Unavailable or insufficient data

Table 11b: Percent of Student Attendance

Middle/Jr. High Schools

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006003 DeRidder Junior High School	94.2	94.9	94.4	94.6	94.1	
District (Middle/Jr. High Schools)	94.2	94.9	94.4	94.6	94.1	
District (All Schools)	94.3	94.4	94.0	94.8	94.5	
State (Middle/Jr. High Schools)	92.9	93.4	93.1	93.2	93.0	
State (All Schools)	93.5	94.0	93.7	93.8	93.5	

~ = Unavailable or insufficient data

Table 11c: Percent of Student Attendance

High Schools

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006002 DeRidder High School	92.5	93.5	93.9	94.8	94.5	
006004 East Beauregard High School	Combo	Combo	Combo	95.4	95.5	
006011 South Beauregard High School	93.3	93.3	93.3	94.6	94.4	
006021 Beauregard Alternative School	93.2	87.0	85.0	88.3	87.0	
006023 Southwest Louisiana Marine Institute	~	~	~	90.0	Combo	
District (High Schools)	92.9	93.3	93.6	94.8	94.7	
District (All Schools)	94.3	94.4	94.0	94.8	94.5	
State (High Schools)	90.9	91.5	91.3	91.3	91.4	
State (All Schools)	93.5	94.0	93.7	93.8	93.5	

~ = Unavailable or insufficient data

Table 11d: Percent of Student Attendance

Combination Schools

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006004 East Beauregard High School	95.0	94.9	94.8	High	High	
006007 Hyatt High School	93.3	93.8	91.1	92.7	92.2	
006008 Merryville High School	93.5	94.0	92.8	95.0	95.1	
006010 Singer High School	93.9	94.3	92.7	93.1	93.7	
006021 Beauregard Alternative School	93.2	87.0	85.0	88.3	87.0	
006023 Southwest Louisiana Marine Institute	~	~	~	High	87.7	
District (Combination Schools)	94.2	94.5	93.4	93.8	93.6	
District (All Schools)	94.3	94.4	94.0	94.8	94.5	
State (Combination Schools)	94.1	94.0	93.3	93.5	93.0	
State (All Schools)	93.5	94.0	93.7	93.8	93.5	

~ = Unavailable or insufficient data

Student Suspensions and Expulsions

Student suspension harms not only students by depriving them of valuable instruction, but also communities, the individual school, and school district (Garibaldi, 1978).

Data Presentation

Tables 12a-12d present the number and percent of students suspended and the number and percent of students expelled for each school in the district. School category statistics are provided at the district and state level for comparison purposes. Schools are presented by school category and in site code order. It should be pointed out that the "students suspended" number reflects the number of students at the school site who were suspended at least once during the school year (unduplicated count).

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *In-school Expulsion*—a student temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA; no interruption of instructional services occurs.
- *In-school Suspension*—a student temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day; no interruption of instructional services occurs.
- *Out-of-school Expulsion*—the removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- *Out-of-school Suspension*—a student temporarily prohibited from participating in his/her usual placement within school, with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

Method of Calculation

Suspension and expulsion rates are calculated for students enrolled in grades PK-12 and non-graded. The formulas listed at the bottom of this page were used to calculate the desired school and district-level percentages for each school category, as well as district-level percentages for all schools. The number is the count of students receiving one or more of the specified discipline type (in-school expulsion, in-school suspension, out-of-school expulsion, out-of-school suspension). For example, "the unduplicated count of students receiving one or more in-school suspension."

Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the Louisiana Department of Education via the *Student Information System* (SIS).

Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and high schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1998), who found that suspension rates are significantly higher in middle schools than in elementary or combination (K-12) schools.

References

Franklin, B. J. & Glascock, C. H. (1998). The relationship between grade configuration and student performance in rural schools. *Journal of Research in Rural Education*, 14(2).

Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report.* Washington, D.C.: U.S. Government Printing Office.

Kennedy, E. (1993). *A study of out-of-school suspensions and expulsions in Louisiana public schools.* Report to the Board of Elementary and Secondary Education. Baton Rouge, La.: Louisiana Department of Education.

Formulas Used to Calculate Percent of Students Suspended, Expelled

School-level Aggregation

$$\textit{Percent of Students Suspended} = \frac{\textit{Number of Students Suspended (unduplicated count)}}{\textit{Cumulative Enrollment}} \times 100$$

$$\textit{Percent of Students Expelled} = \frac{\textit{Number of Students Expelled (unduplicated count)}}{\textit{Cumulative Enrollment}} \times 100$$

District-level Aggregation

$$\textit{Percent of Students Suspended} = \frac{\textit{Total Number of Students Suspended for All Schools in the District (unduplicated count)}}{\textit{Cumulative Enrollment for All Schools in the District}} \times 100^{*}$$

$$\textit{Percent of Students Expelled} = \frac{\textit{Total Number of Students Expelled for All Schools in the District (unduplicated count)}}{\textit{Cumulative Enrollment for All Schools in the District}} \times 100^{*}$$

*Note: Because of school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

Table 12a: Student Suspensions and Expulsions

Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006001	**Carver Elementary School**												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	7.4	35	5.8	26		
	Suspended (Out of School)	1.6	8	1.0	5	1.7	8	1.5	7	0.7	3		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
006006	**K.R. Hanchey Elementary School**												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	1.6	8	0.7	4		
	Suspended (Out of School)	0.4	2	1.1	6	2.2	12	1.0	5	0.4	2		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
006009	**Pine Wood Elementary School**												
	Suspended (In School)	13.5	62	14.4	68	24.8	127	26.8	137	15.1	71		
	Suspended (Out of School)	6.8	31	7.2	34	6.5	33	6.1	31	6.0	28		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
006013	**South Beauregard Elementary School**												
	Suspended (In School)	0.8	5	0.6	4	0.7	5	0.4	3	1.8	13		
	Suspended (Out of School)	1.9	12	0.9	6	0.6	4	0.6	4	1.4	10		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
006022	**East Beauregard Elementary School**												
	Suspended (In School)	~	~	0.0	0	0.0	0	8.4	39	7.0	32		
	Suspended (Out of School)	~	~	0.0	0	0.0	0	1.3	6	0.7	3		

~ = Unavailable or insufficient data

Table 12a: Student Suspensions and Expulsions

Elementary Schools

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District (Elementary Schools)												
Suspended (In School)	3.2	67	3.3	72	6.0	132	8.5	222	5.6	146		
Suspended (Out of School)	2.5	53	2.4	51	2.6	57	2.0	53	1.8	46		
Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
District (All Schools)												
Suspended (In School)	13.0	859	16.3	1,072	15.1	1,001	19.9	1,297	19.1	1,260		
Suspended (Out of School)	8.1	535	8.4	555	10.2	680	9.5	623	9.2	610		
Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Expelled (Out of School)	0.1	7	0.1	5	0.1	5	0.1	4	0.1	9		
State (Elementary Schools)												
Suspended (In School)	3.4	12,975	3.6	14,134	4.0	15,757	4.4	17,174	4.2	16,074		
Suspended (Out of School)	5.1	19,705	5.0	19,639	5.7	22,612	6.8	26,337	6.8	26,249		
Expelled (In School)	0.1	190	0.1	350	0.1	352	0.2	595	0.1	471		
Expelled (Out of School)	0.1	214	0.1	228	0.1	287	0.1	301	0.1	294		
State (All Schools)												
Suspended (In School)	8.1	63,578	8.3	65,115	9.3	72,473	9.8	74,491	9.6	73,140		
Suspended (Out of School)	10.5	82,290	9.6	74,907	9.7	75,601	10.8	82,456	11.2	84,755		
Expelled (In School)	0.2	1,779	0.3	2,127	0.4	2,805	0.5	3,609	0.5	3,536		
Expelled (Out of School)	0.5	3,601	0.4	2,839	0.4	3,089	0.4	3,227	0.5	3,643		

~ = Unavailable or insufficient data

Table 12b: Student Suspensions and Expulsions

Middle/Jr. High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006003	**DeRidder Junior High School**												
	Suspended (In School)	29.9	220	35.5	246	25.3	170	36.4	250	29.3	217		
	Suspended (Out of School)	20.5	151	18.2	126	16.8	113	24.3	167	22.4	166		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.4	3	0.0	0	0.0	0	0.0	0	~	~		
District (Middle/Jr. High Schools)													
	Suspended (In School)	29.9	220	35.5	246	25.3	170	36.4	250	29.3	217		
	Suspended (Out of School)	20.5	151	18.2	126	16.8	113	24.3	167	22.4	166		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Expelled (Out of School)	0.4	3	0.0	0	0.0	0	0.0	0	0.0	0		
District (All Schools)													
	Suspended (In School)	13.0	859	16.3	1,072	15.1	1,001	19.9	1,297	19.1	1,260		
	Suspended (Out of School)	8.1	535	8.4	555	10.2	680	9.5	623	9.2	610		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Expelled (Out of School)	0.1	7	0.1	5	0.1	5	0.1	4	0.1	9		
State (Middle/Jr. High Schools)													
	Suspended (In School)	16.4	21,735	15.7	22,378	18.1	25,415	18.1	25,243	17.7	24,508		
	Suspended (Out of School)	19.4	25,751	16.5	23,542	16.6	23,350	17.9	25,001	18.6	25,703		
	Expelled (In School)	0.6	756	0.6	918	1.0	1,362	1.1	1,531	1.1	1,574		
	Expelled (Out of School)	1.1	1,482	0.8	1,151	1.0	1,370	0.8	1,146	1.0	1,363		
State (All Schools)													
	Suspended (In School)	8.1	63,578	8.3	65,115	9.3	72,473	9.8	74,491	9.6	73,140		
	Suspended (Out of School)	10.5	82,290	9.6	74,907	9.7	75,601	10.8	82,456	11.2	84,755		
	Expelled (In School)	0.2	1,779	0.3	2,127	0.4	2,805	0.5	3,609	0.5	3,536		
	Expelled (Out of School)	0.5	3,601	0.4	2,839	0.4	3,089	0.4	3,227	0.5	3,643		

~ = Unavailable or insufficient data

Table 12c: Student Suspensions and Expulsions

High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006002	**DeRidder High School**												
	Suspended (In School)	30.9	277	37.9	317	33.0	278	33.9	278	33.0	278		
	Suspended (Out of School)	16.8	151	15.0	125	20.0	168	15.1	124	9.9	83		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.2	2	0.2	2		
006004	**East Beauregard High School**												
	Suspended (In School)	Combo	Combo	Combo	Combo	Combo	Combo	20.5	102	16.9	85		
	Suspended (Out of School)	Combo	Combo	Combo	Combo	Combo	Combo	11.9	59	10.4	52		
	Expelled (In School)	Combo	Combo	Combo	Combo	Combo	Combo	0.0	0	~	~		
	Expelled (Out of School)	Combo	Combo	Combo	Combo	Combo	Combo	0.0	0	~	~		
006011	**South Beauregard High School**												
	Suspended (In School)	~	~	19.1	134	26.5	191	27.2	191	36.9	268		
	Suspended (Out of School)	~	~	8.3	58	12.1	87	13.0	91	18.3	133		
	Expelled (In School)	~	~	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	~	~	0.0	0	0.0	0	0.0	0	~	~		
006021	**Beauregard Alternative School**												
	Suspended (In School)	0.0	0	0.0	0	35.6	31	34.0	35	36.1	39		
	Suspended (Out of School)	29.9	26	32.1	26	36.8	32	29.1	30	36.1	39		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	4.6	4	6.2	5	5.8	5	1.9	2	5.6	6		

~ = Unavailable or insufficient data

Table 12c: Student Suspensions and Expulsions

High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District (High Schools)													
	Suspended (In School)	16.6	277	28.2	450	30.0	468	27.6	570	30.6	630		
	Suspended (Out of School)	10.1	169	12.7	203	16.3	255	13.3	274	12.9	266		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Expelled (Out of School)	0.2	4	0.3	5	0.0	0	0.1	2	0.1	2		
District (All Schools)													
	Suspended (In School)	13.0	859	16.3	1,072	15.1	1,001	19.9	1,297	19.1	1,260		
	Suspended (Out of School)	8.1	535	8.4	555	10.2	680	9.5	623	9.2	610		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Expelled (Out of School)	0.1	7	0.1	5	0.1	5	0.1	4	0.1	9		
State (High Schools)													
	Suspended (In School)	11.8	27,296	12.3	26,567	14.3	29,213	14.7	29,717	14.8	30,006		
	Suspended (Out of School)	14.9	34,314	13.5	29,224	12.9	26,389	13.5	27,269	14.2	28,718		
	Expelled (In School)	0.3	701	0.4	810	0.5	1,060	0.7	1,425	0.7	1,347		
	Expelled (Out of School)	0.8	1,797	0.6	1,317	0.6	1,207	0.7	1,468	0.7	1,406		
State (All Schools)													
	Suspended (In School)	8.1	63,578	8.3	65,115	9.3	72,473	9.8	74,491	9.6	73,140		
	Suspended (Out of School)	10.5	82,290	9.6	74,907	9.7	75,601	10.8	82,456	11.2	84,755		
	Expelled (In School)	0.2	1,779	0.3	2,127	0.4	2,805	0.5	3,609	0.5	3,536		
	Expelled (Out of School)	0.5	3,601	0.4	2,839	0.4	3,089	0.4	3,227	0.5	3,643		

~ = Unavailable or insufficient data

Table 12d: Student Suspensions and Expulsions

Combination Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006004	**East Beauregard High School**												
	Suspended (In School)	16.1	163	18.1	185	13.3	132	High	High	High	High		
	Suspended (Out of School)	6.1	62	7.0	72	9.1	91	High	High	High	High		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	High	High	High	High		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	High	High	High	High		
006007	**Hyatt High School**												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	25.4	53	18.3	40		
	Suspended (Out of School)	15.2	29	19.6	39	19.4	38	10.0	21	13.2	29		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
006008	**Merryville High School**												
	Suspended (In School)	21.2	138	19.5	126	15.6	100	14.5	88	14.2	82		
	Suspended (Out of School)	8.2	53	7.0	45	10.7	69	9.6	58	6.9	40		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
006010	**Singer High School**												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	28.3	108	35.2	136		
	Suspended (Out of School)	9.7	36	9.5	37	12.6	53	11.3	43	14.2	55		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	0.3	1		
006021	**Beauregard Alternative School**												
	Suspended (In School)	0.0	0	0.0	0	35.6	31	34.0	35	36.1	39		
	Suspended (Out of School)	29.9	26	32.1	26	36.8	32	29.1	30	36.1	39		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	4.6	4	6.2	5	5.8	5	1.9	2	5.6	6		

~ = Unavailable or insufficient data

Table 12d: Student Suspensions and Expulsions

Combination Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District (Combination Schools)													
	Suspended (In School)	13.6	301	13.8	310	11.3	262	22.1	284	21.8	292		
	Suspended (Out of School)	8.1	179	8.5	191	12.2	281	11.8	152	11.8	158		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Expelled (Out of School)	0.0	0	0.0	0	0.2	5	0.2	2	0.5	7		
District (All Schools)													
	Suspended (In School)	13.0	859	16.3	1,072	15.1	1,001	19.9	1,297	19.1	1,260		
	Suspended (Out of School)	8.1	535	8.4	555	10.2	680	9.5	623	9.2	610		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Expelled (Out of School)	0.1	7	0.1	5	0.1	5	0.1	4	0.1	9		
State (Combination Schools)													
	Suspended (In School)	3.9	1,712	5.3	2,173	4.9	2,274	5.5	2,660	6.1	3,002		
	Suspended (Out of School)	7.3	3,185	8.0	3,238	8.6	4,029	10.6	5,092	11.0	5,405		
	Expelled (In School)	0.3	133	0.1	50	0.1	32	0.1	61	0.3	154		
	Expelled (Out of School)	0.3	128	0.4	156	0.5	232	0.7	317	1.2	583		
State (All Schools)													
	Suspended (In School)	8.1	63,578	8.3	65,115	9.3	72,473	9.8	74,491	9.6	73,140		
	Suspended (Out of School)	10.5	82,290	9.6	74,907	9.7	75,601	10.8	82,456	11.2	84,755		
	Expelled (In School)	0.2	1,779	0.3	2,127	0.4	2,805	0.5	3,609	0.5	3,536		
	Expelled (Out of School)	0.5	3,601	0.4	2,839	0.4	3,089	0.4	3,227	0.5	3,643		

~ = Unavailable or insufficient data

Student Retention

Socially promoting failing children to the next grade is a practice that has been costly to children, families, educational institutions and future employers. Schools ultimately fail students by allowing them to move successfully through each grade, eventually graduating with skills too meager to qualify for good jobs. Approximately half of the nation's major urban school districts currently are in the process of ending social promotion (*USA Today*, 1999). One of the strategies being employed to end social promotion is student retention with the intent to remediate. Louisiana is proactively retaining students who are failing in their grade and not acquiring the academic skills necessary for future success. This retention is the outcome of the State's larger accountability and high-stakes testing system, which seeks to remediate failing students in the hopes of future promotion. Student Retention is an issue of debate, for many states weighed heavily against the negative backdrop of social promotion. The importance of student retention as an indicator of educational fitness is essential and has only recently been included in the DCR.

Data Presentation

Table 13 presents five years of grade retention data for students enrolled in school from 1998-99 to 2002-03. The following explains the methodology used to derive the reported retention rates. Retention data for grades 4, 8, 9 and the total for the school (K-12) are presented. Schools are presented in site code order. District and State totals are presented for comparison purposes.

Method of Calculation

Data used for the study

This study used data drawn from the Student Information System (SIS). Two consecutive years of SIS data were used to obtain each year's retention results: for example, the 1998-99 retention results were obtained by linking the previous school year of 1997-98 with the school year of 1998-99 SIS data. As such, a given year's retention rate reflects student achievement from the previous year. For example; 9.1% of students failed to progress at the end of the 1997-1998 school year. The 1998-1999 retention rate is 9.1%.

Students included in the study

The total number of students included in this study reflects K-12 students who were enrolled in Louisiana public schools for at least one day in both school years or who had graduated from high school in the previous school year.

Students excluded from the study

Students enrolled in grades other than K-12, such as preschoolers, infants, pre-kindergarten, and non-graded students were excluded from this study. Students enrolled in Louisiana public schools in the previous school year only were also excluded. These included students who had enrolled in the previous school year, then transferred out-of-state, left Louisiana public schools to attend private school or home school, or dropped out during the previous school year. Because of these exclusions, the total number of students included in this study may be less than the total student enrollment.

Grade Retention definition

In this study, *grade-level retention* was defined as students who failed to progress to the next grade. Student grade placement in the previous school year was compared with the grade placement in the reporting school year. If a student had the same grade placement in both years, the student was determined as retained: for example, if a student was shown as a 7^{th} grader in both 1997-98 and 1998-99, this student would be identified as retained and, therefore, included in the number of students retained for 1998-99.

Data Sources

The Student Retention indicator used data from the Louisiana Department of Education's *Student Information System* (SIS).

Formula Used to Calculate Percent of Students Retained

The retention rate was calculated per grade. The retention rate was calculated by dividing the total number of students retained (per grade) by the total number of students included in the retention study, and then multiplying by 100. Two consecutive years of SIS data were used to obtain each retention rate.

References

USA Today (1999). *Social Promotion: To hold back students or not? Texas study may hold answers.* September 20, 1999.

Formula Used to Calculate Student Retention Rate

$$Student\ Retention\ Rate\ =\ \frac{Total\ Number\ of\ Students\ Retained\ (per\ grade)}{Total\ Students\ per\ grade}\ X\ 100$$

Table 13: Student Retention

Percent and Number of Students Retained by Selected Grades (4, 8, 9 and all grades)

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006001	**Carver Elementary School**												
	All Grades (K-12)	1.2	5	2.0	9	2.2	9	3.4	14	4.6	19		
006002	**DeRidder High School**												
	Grade 8	~	~	~	~	~	~	0.0	0	0.0	0		
	Grade 9	10.4	24	9.4	19	6.3	12	5.5	10	4.3	9		
	All Grades (K-12)	6.5	50	4.9	36	3.7	26	3.3	23	3.9	28		
006003	**DeRidder Junior High School**												
	Grade 8	2.9	6	3.7	7	10.1	21	1.5	3	4.8	9		
	All Grades (K-12)	3.5	22	4.9	30	5.5	33	4.2	24	8.7	51		
006004	**East Beauregard High School**												
	Grade 4	3.9	3	5.9	5	4.1	3	6.4	5	~	~		
	Grade 8	5.3	4	3.6	2	9.0	6	8.1	6	3.7	3		
	Grade 9	9.5	7	8.6	6	5.2	3	0.0	0	4.9	3		
	All Grades (K-12)	5.3	46	4.4	40	5.0	45	3.4	29	3.9	17		
006006	**K.R. Hanchey Elementary School**												
	All Grades (K-12)	5.7	27	6.9	31	7.6	32	9.8	37	10.8	41		
006007	**Hyatt High School**												
	Grade 4	0.0	0	7.1	1	8.3	1	15.4	2	0.0	0		
	Grade 8	0.0	0	5.9	1	20.0	3	0.0	0	8.3	1		
	Grade 9	8.3	1	0.0	0	0.0	0	0.0	0	0.0	0		
	All Grades (K-12)	1.9	3	7.5	12	6.1	10	5.1	8	9.5	17		
006008	**Merryville High School**												
	Grade 4	2.0	1	3.8	2	3.9	2	3.2	1	4.5	2		
	Grade 8	0.0	0	8.8	3	8.7	4	7.8	4	4.3	2		
	Grade 9	5.3	3	6.4	3	0.0	0	2.6	1	2.3	1		
	All Grades (K-12)	5.0	31	7.4	42	5.0	29	3.6	20	3.6	19		
006009	**Pine Wood Elementary School**												
	Grade 4	1.4	3	4.1	8	8.0	18	8.7	20	6.3	14		
	All Grades (K-12)	1.5	6	3.1	12	8.8	37	7.5	34	3.8	17		
006010	**Singer High School**												
	Grade 4	3.1	1	0.0	0	10.3	3	7.1	2	7.4	2		
	Grade 8	0.0	0	0.0	0	0.0	0	5.0	1	4.2	1		
	Grade 9	14.3	3	0.0	0	10.0	2	0.0	0	0.0	0		
	All Grades (K-12)	4.5	15	4.3	14	7.7	26	7.4	25	6.5	22		

~ = Unavailable or insufficient data

Table 13: Student Retention

Percent and Number of Students Retained by Selected Grades (4, 8, 9 and all grades)

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006011	**South Beauregard High School**												
	Grade 8	0.0	0	0.0	0	3.4	3	1.2	1	5.4	5		
	Grade 9	7.5	7	7.6	8	3.7	4	3.2	3	4.8	4		
	All Grades (K-12)	2.8	18	3.2	20	3.1	20	2.1	13	3.2	20		
006013	**South Beauregard Elementary School**												
	Grade 4	1.1	1	1.1	1	5.4	5	4.3	4	1.8	2		
	All Grades (K-12)	4.4	25	5.8	33	5.6	33	3.6	21	4.6	29		
006021	**Beauregard Alternative School**												
	Grade 8	~	~	0.0	0	14.3	2	22.2	2	25.0	1		
	Grade 9	~	~	36.4	4	0.0	0	18.2	2	37.5	3		
	All Grades (K-12)	~	~	20.0	8	14.3	6	16.3	8	18.5	10		
006022	**East Beauregard Elementary School**												
	Grade 4	~	~	~	~	~	~	~	~	1.6	1		
	All Grades (K-12)	~	~	~	~	~	~	~	~	5.3	21		
006023	**Southwest Louisiana Marine Institute**												
	Grade 8	~	~	~	~	~	~	~	~	60.0	6		
	Grade 9	~	~	~	~	~	~	~	~	100.0	9		
	All Grades (K-12)	~	~	~	~	~	~	~	~	61.1	22		
District													
	Grade 4	1.9	9	3.7	17	6.6	32	7.2	34	4.4	21		
	Grade 8	2.1	10	3.1	13	8.6	39	3.7	17	6.1	28		
	Grade 9	9.2	45	8.4	40	4.8	21	3.8	16	6.5	29		
	All Grades (K-12)	4.2	248	4.9	287	5.3	306	4.5	256	5.8	333		
State													
	Grade 4	5.1	2,864	5.5	3,066	16.2	9,136	13.8	8,498	11.9	7,169		
	Grade 8	6.6	3,543	6.3	3,344	20.5	10,917	17.5	10,307	17.1	9,969		
	Grade 9	17.1	10,176	15.9	9,118	15.5	9,048	15.0	7,459	15.6	8,129		
	All Grades (K-12)	8.1	57,713	8.4	58,232	10.7	74,730	10.1	69,646	9.7	66,115		

~ = Unavailable or insufficient data

Student Dropouts

Students who drop out of school deprive our country of potentially priceless human resources. Research indicates that dropping out of school has negative consequences both for the individual who drops out and for society (Curry, Payson, and Sandhu, 1990).

Over the last 20 years, there has been a general increase in high school completion rates. Despite these gains, dropout rates remain at unacceptably high levels. The monitoring of high school dropout rates provides one measure of our progress in increasing the educational attainment of the state's youth. Unfortunately, determining the exact number of students who actually drop out of school is extremely difficult due to lack of uniformity in reporting the reasons students exit from their respective school systems.

Data Presentation

Table 14, Student Dropouts, presents by grade level the number and percent of students who have dropped out of school for grades 7-12. District and state percents are also presented for the various grade levels. Data are presented by school site code for all schools in the district whose grade structure includes grade seven or higher. As found throughout this publication, district and state numbers and percents are offered for comparison purposes.

Definitions

- *Cumulative Enrollment*—the unduplicated count of all students enrolled in a school or district for at least one school day during the course of the school year.
- *Dropout Denominator*—cumulative enrollment plus any dropouts not included in cumulative enrollment (e.g., reported and non-reported summer dropouts).
- *Dropout*— Students who have dropped out of school (event rate) for grades 7-12. For any given year (the "current year") a dropout is a student who (1) was enrolled at the end of the previous year (therefore expected to return in current year), and who does not enroll on or before October 1 of current year, and therefore becomes a current year dropout or (2) a student who attended school at any point in the current year, and then exits (during the current year), and who does not re-enter school on or before October 1 of following year, and therefore becomes a current year dropout.

Exceptions: Students exited for following reasons are not considered dropouts:

- graduated or completed other approved educational program
- temporary absence due to illness or expulsion
- transfer to correctional institution
- transfer to non-public school or home-schooling
- transfer out of state
- death

For the purpose of this dropout definition,

- a school year is the 12-month period of time beginning with the normal opening of school in the fall (operationally set as October 1st), with dropouts from the previous summer reported for the year and grade for which they fail to enroll;
- an individual has graduated from high school or completed an approved education program upon receipt of formal recognition from school authorities; and
- a state- or district-approved education program may include special education programs, home-based instruction, and school-sponsored secondary (but NOT adult) programs leading to a GED or some other certification differing from the regular diploma (NCES, 1993).

Method of Calculation

Louisiana's school- and district-level student dropout percents are calculated by dividing the total number of student dropouts in each grade for grades 7-12 by the dropout denominator for that grade. The formulas used to produce percent of student dropouts are presented at the bottom of this page.

Data Sources

The dropout indicator is based on district-reported data submitted to the Louisiana Department of Education via the *Student Information System* (SIS).

References

Curry, B. A., Payson, James and Sandhu, Daya S. (1990). Efficacy of a university designed dropout prevention program for at-risk adolescents of Louisiana. *Louisiana Education Research Journal.* XVI:1, 52.

National Center for Education Statistics (1993). *Dropout rates in the United States: 1993*. U.S. Department of Education, Office of Educational Research and Improvement. Government Printing Office: Washington, DC.

Formulas Used to Calculate Percent of Student Dropouts

(Grades 7-12)

School-level Aggregation

$$\textit{Percent of Student Dropouts (By Grade Level)} = \frac{\textit{Number of Student Dropouts (By Grade Level)}}{\textit{Dropout Denominator (By Grade Level)}} \times 100$$

District-level Aggregation

$$\textit{Percent of Student Dropouts (By Grade Level)} = \frac{\textit{Total Number of Student Dropouts (By Grade Level) For All Schools in the District}}{\textit{Dropout Denominator (By Grade Level) For All Schools in the District}} \times 100$$

State-level Aggregation

$$\textit{Percent of Student Dropouts (By Grade Level)} = \frac{\textit{Total Number of Student Dropouts (By Grade Level) For All Schools in the State}}{\textit{Dropout Denominator (By Grade Level) For All Schools in the State}} \times 100$$

Table 14: Student Dropouts

		1998-99		1999-00		2000-01		2001-02		2002-03*		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006002	**DeRidder High School**												
	Grade 8	N/A	N/A	N/A	N/A	5.0	1	0.0	0	~	~		
	Grade 9	6.3	16	3.6	8	3.2	7	1.2	3	~	~		
	Grade 10	3.1	7	3.3	7	2.4	5	2.8	6	~	~		
	Grade 11	3.5	6	3.4	7	2.2	4	1.6	3	~	~		
	Grade 12	2.4	5	1.3	2	6.6	13	2.9	5	~	~		
	Grades 9 - 12	4.0	34	3.0	24	3.6	29	2.1	17	~	~		
006003	**DeRidder Junior High School**												
	Grade 7	N/A	N/A	0.0	0	0.0	0	0.5	1	~	~		
	Grade 8	0.9	2	0.0	0	0.0	0	0.9	2	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
006004	**East Beauregard High School**												
	Grade 7	N/A	N/A	0.0	0	0.0	0	0.0	0	~	~		
	Grade 8	1.6	1	0.0	0	0.0	0	0.0	0	~	~		
	Grade 9	5.6	5	2.7	2	5.3	4	1.3	1	~	~		
	Grade 10	5.1	4	2.8	2	3.3	2	0.0	0	~	~		
	Grade 11	3.1	2	0.0	0	1.7	1	0.0	0	~	~		
	Grade 12	1.7	1	0.0	0	6.6	4	1.7	1	~	~		
	Grades 9 - 12	4.1	12	1.5	4	4.3	11	0.8	2	~	~		
006007	**Hyatt High School**												
	Grade 7	N/A	N/A	0.0	0	0.0	0	0.0	0	~	~		
	Grade 8	5.0	1	11.1	2	0.0	0	0.0	0	~	~		
	Grade 9	N/A	N/A	4.3	1	0.0	0	8.3	1	~	~		
	Grade 10	7.7	1	0.0	0	4.8	1	6.3	1	~	~		
	Grade 11	10.5	2	0.0	0	5.9	1	10.0	2	~	~		
	Grade 12	10.0	1	0.0	0	0.0	0	0.0	0	~	~		
	Grades 9 - 12	6.3	4	1.5	1	3.3	2	6.2	4	~	~		
006008	**Merryville High School**												
	Grade 7	N/A	N/A	0.0	0	1.9	1	0.0	0	~	~		
	Grade 8	N/A	N/A	0.0	0	1.8	1	1.8	1	~	~		
	Grade 9	N/A	N/A	0.0	0	2.3	1	0.0	0	~	~		
	Grade 10	1.7	1	2.1	1	0.0	0	0.0	0	~	~		
	Grade 11	10.8	4	2.1	1	4.4	2	0.0	0	~	~		
	Grade 12	2.3	1	0.0	0	0.0	0	0.0	0	~	~		
	Grades 9 - 12	3.1	6	1.2	2	1.7	3	0.0	0	~	~		

N/A = Not Applicable

~ = Unavailable or insufficient data

* Current year's Student Dropout data was not available at the time of this publication. Previous year's data is displayed as the most recently available data.

Table 14: Student Dropouts

		1998-99		1999-00		2000-01		2001-02		2002-03*		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006010	**Singer High School**												
	Grade 7	N/A	N/A	0.0	0	0.0	0	0.0	0	~	~		
	Grade 8	N/A	N/A	4.0	1	4.3	1	0.0	0	~	~		
	Grade 9	5.7	2	4.8	1	0.0	0	0.0	0	~	~		
	Grade 10	4.0	1	3.7	1	7.4	2	0.0	0	~	~		
	Grade 11	7.1	1	8.7	2	0.0	0	7.1	1	~	~		
	Grade 12	N/A	N/A	0.0	0	0.0	0	4.0	1	~	~		
	Grades 9 - 12	4.2	4	4.9	4	2.0	2	2.2	2	~	~		
006011	**South Beauregard High School**												
	Grade 7	N/A	N/A	0.0	0	0.0	0	0.0	0	~	~		
	Grade 8	0.8	1	0.0	0	1.0	1	0.0	0	~	~		
	Grade 9	2.6	3	1.6	2	1.0	1	0.0	0	~	~		
	Grade 10	5.9	6	0.9	1	3.3	4	1.0	1	~	~		
	Grade 11	4.0	4	1.2	1	7.4	7	1.0	1	~	~		
	Grade 12	2.4	2	5.9	6	2.4	2	1.2	1	~	~		
	Grades 9 - 12	3.8	15	2.4	10	3.5	14	0.8	3	~	~		
006021	**Beauregard Alternative School**												
	Grade 7	N/A	N/A	0.0	0	20.0	2	0.0	0	~	~		
	Grade 8	7.1	1	9.5	2	9.5	2	0.0	0	~	~		
	Grade 9	N/A	N/A	18.2	2	8.7	2	0.0	0	~	~		
	Grade 10	20.0	1	13.3	2	15.8	3	7.1	1	~	~		
	Grade 11	N/A	N/A	0.0	0	0.0	0	6.3	1	~	~		
	Grade 12	100.0	1	75.0	3	0.0	0	25.0	1	~	~		
	Grades 9 - 12	7.4	2	21.9	7	10.0	5	6.0	3	~	~		
006023	**Southwest Louisiana Marine Institute**												
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	7.7	1	~	~		
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	5.0	1	~	~		
	Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	15.0	3	~	~		
	Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	~	~		
	Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	~	~		
	Grades 9 - 12	N/A	N/A	N/A	N/A	N/A	N/A	10.0	3	~	~		

N/A = Not Applicable

~ = Unavailable or insufficient data

* Current year's Student Dropout data was not available at the time of this publication. Previous year's data is displayed as the most recently available data.

Table 14: Student Dropouts

		1998-99		1999-00		2000-01		2001-02		2002-03*		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District													
	Grade 7	N/A	N/A	0.0	0	0.6	3	0.4	2	~	~		
	Grade 8	1.3	6	1.0	5	1.1	6	0.8	4	~	~		
	Grade 9	4.6	26	3.2	16	3.1	15	1.6	8	~	~		
	Grade 10	4.3	21	2.9	14	3.6	17	1.9	9	~	~		
	Grade 11	4.7	19	2.5	11	3.6	15	1.9	8	~	~		
	Grade 12	2.6	11	3.0	11	4.5	19	2.3	9	~	~		
	Grades 9 - 12	4.1	77	2.9	52	3.7	66	1.9	34	~	~		
State													
	Grade 7	2.1	1,309	2.2	1,333	2.0	1,216	1.5	936	~	~		
	Grade 8	2.9	1,703	3.2	1,898	3.4	2,236	3.3	2,100	~	~		
	Grade 9	10.3	7,181	9.5	6,572	8.4	4,934	6.3	3,823	~	~		
	Grade 10	9.6	5,572	8.9	5,073	7.7	4,373	6.8	3,535	~	~		
	Grade 11	8.5	4,185	8.1	3,943	7.4	3,589	6.4	3,069	~	~		
	Grade 12	8.8	3,985	7.4	3,411	7.6	3,465	7.0	3,151	~	~		
	Grades 9 - 12	9.4	20,923	8.6	18,999	7.8	16,361	6.6	13,578	~	~		

N/A = Not Applicable

~ = Unavailable or insufficient data

* Current year's Student Dropout data was not available at the time of this publication. Previous year's data is displayed as the most recently available data.

Section 4. Student Achievement

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Criterion-Referenced Test (CRT) – LEAP 21 Test Results

The **LEAP for the 21st Century** tests (or **LEAP 21**), Louisiana's criterion-referenced tests (CRTs) at the elementary and middle school levels, measure how well a student has mastered the state content standards. The LEAP 21 English Language Arts and Mathematics tests (for grade 4 and grade 8) were first administered in the spring of 1999, with the initial administration of the Science and Social Studies tests following in the spring of 2000.

In the spring of 2001, the new high school CRT, or Graduation Exit Examination for the 21st Century (GEE 21), was administered for the first time. The GEE 21 is a CRT that is intended to replace the old GEE, which has served as the standard high school CRT since the spring of 1989. This new high school exit examination is further explained in the second part of the Student Achievement section.

The LEAP 21 tests differ from the previous CRT tests in the areas described below.

- The LEAP 21 tests are directly aligned with the state's content standards; by law these tests must be as rigorous as those of the National Assessment of Educational Progress (NAEP).
  - The new English Language Arts tests have longer reading passages and a greater variety of item types. Some constructed-response questions require written responses to what the students read, and students in each grade must write a composition in response to a writing prompt.
  - The new Mathematics tests reflect greater difficulty, with a broader and more challenging range of test items and problem types. For example, there are open-ended problems as well as problems with more than one solution and/or more than one path to a solution.
  - The new Science tests contain multiple-choice questions that assess students' comprehension of science concepts and the process of inquiry. Short-answer items and essay questions allow students to demonstrate a deeper understanding of science and to apply scientific knowledge. Grade 4 students complete and draw conclusions from a comprehensive science task, while grade 8 students respond to a written scenario.
  - The new Social Studies tests challenge students to expand their thinking across the boundaries of the four core disciplines in social studies by assessing their knowledge, conceptual understanding, and application of skills in geography, civics, economics, and history. Some constructed-response questions require higher-order thinking in a social studies context.
- Students no longer receive a pass/fail designation but instead receive one of five achievement ratings:
  - *Advanced*–A student at this level has demonstrated superior performance beyond the mastery level.
  - *Mastery (formerly named Proficient)*–A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.
  - *Basic*–A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.
  - *Approaching Basic*–A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.
  - *Unsatisfactory*–A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

In the spring of 2000, the LEAP 21 tests became high stakes tests for 4th and 8th graders. To be promoted fully to the 5th or 9th grade at the end of the 1999-2000 school year, students had to score at the *Approaching Basic* achievement level or above on both the English Language Arts and the Mathematics LEAP 21 tests. Intensive summer remediation was offered for students who scored at the *Unsatisfactory* achievement level, with a retest opportunity at the end of the summer remediation session. Local school systems were given the authority to grant appeals and waivers based on certain circumstances.

All students take the LEAP 21 tests, except for students whose Individualized Education Programs (IEPs) indicate that they have met the participation criteria for alternate assessment (LAA), which began in the 2000-2001 school year, or for LAA-B, which began in the 1999-2000 school year.

Data Presentation

Tables 15a-15h provide LEAP 21 test results for grades 4 and 8. The tables reflect both the number and percent of students who score at each achievement level for each subject area. The tables present the LEAP 21 results in school site code order for each school in the district. Also, comparison data are presented for the district and the state.

Furthermore, the data presented are LEAP 21 scores for all students included in the accountability CRT index score at each school. As a result, the data in the *District Composite Report* may not match the data contained in reports issued by the testing contractor.

Differences may exist because of the following reasons. First, students with LEAP 21 index scores of zero are included in the *Unsatisfactory* achievement level. Zero scores are assigned to students who are not exempt and who did not take the test and to students with testing irregularities. Second, students from Option I alternative schools are included in the results of their home school. Third, if a school had insufficient data for one grade, the presented results will include scores from the shared grade of another school. Finally, results for students who took the LAA or LAA-B also were included.

Definition

- *Criterion-referenced tests (CRTs)*–tests that produce a score that tells how individuals/schools perform in achieving established criteria.

Data Source

The LEAP 21 results are based on student-level data provided to the Louisiana Department of Education by Data Recognition Corporation (DRC), the testing contractor for the Louisiana Educational Assessment Program for the 21st Century tests (LEAP 21) for grades 4 and 8.

Table 15a: LEAP 21 Test Results - Grade 4 English Language Arts

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006004	**East Beauregard High School**												
	Advanced	1.2	1	1.3	1	0.0	0	~	~	~	~		
	Mastery *	20.9	18	15.8	12	20.3	16	~	~	~	~		
	Basic	52.3	45	48.7	37	44.3	35	~	~	~	~		
	Approaching Basic	16.3	14	17.1	13	16.5	13	~	~	~	~		
	Unsatisfactory	9.3	8	17.1	13	19.0	15	~	~	~	~		
006007	**Hyatt High School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	7.1	1	23.1	3	6.7	1	16.7	1	11.1	1		
	Basic	35.7	5	23.1	3	53.3	8	66.7	4	55.6	5		
	Approaching Basic	42.9	6	46.2	6	20.0	3	16.7	1	22.2	2		
	Unsatisfactory	14.3	2	7.7	1	20.0	3	0.0	0	11.1	1		
006008	**Merryville High School**												
	Advanced	3.8	2	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	32.7	17	5.8	3	33.3	11	6.7	3	9.8	4		
	Basic	36.5	19	38.5	20	42.4	14	51.1	23	51.2	21		
	Approaching Basic	15.4	8	34.6	18	18.2	6	28.9	13	31.7	13		
	Unsatisfactory	11.5	6	21.2	11	6.1	2	13.3	6	7.3	3		
006009	**Pine Wood Elementary School**												
	Advanced	2.5	5	1.3	3	3.3	8	5.5	13	2.7	6		
	Mastery *	23.9	48	17.1	39	17.5	43	19.9	47	22.3	49		
	Basic	37.3	75	39.5	90	43.5	107	39.4	93	41.4	91		
	Approaching Basic	21.9	44	23.7	54	22.0	54	22.0	52	21.4	47		
	Unsatisfactory	14.4	29	18.4	42	13.8	34	13.1	31	12.3	27		
006010	**Singer High School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	10.7	3	18.5	5	6.9	2	3.7	1	15.2	5		
	Basic	42.9	12	51.9	14	37.9	11	22.2	6	48.5	16		
	Approaching Basic	17.9	5	11.1	3	27.6	8	63.0	17	18.2	6		
	Unsatisfactory	28.6	8	18.5	5	27.6	8	11.1	3	18.2	6		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 15a: LEAP 21 Test Results - Grade 4 English Language Arts

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006013	**South Beauregard Elementary School**												
	Advanced	1.1	1	2.3	2	0.0	0	5.8	6	0.9	1		
	Mastery *	28.4	25	19.5	17	16.7	16	24.0	25	15.0	17		
	Basic	46.6	41	51.7	45	58.3	56	41.3	43	54.9	62		
	Approaching Basic	17.0	15	24.1	21	14.6	14	18.3	19	22.1	25		
	Unsatisfactory	6.8	6	2.3	2	10.4	10	10.6	11	7.1	8		
006022	**East Beauregard Elementary School**												
	Advanced	~	~	~	~	~	~	6.1	4	0.0	0		
	Mastery *	~	~	~	~	~	~	18.2	12	18.2	12		
	Basic	~	~	~	~	~	~	48.5	32	53.0	35		
	Approaching Basic	~	~	~	~	~	~	15.2	10	15.2	10		
	Unsatisfactory	~	~	~	~	~	~	12.1	8	13.6	9		
District													
	Advanced	1.9	9	1.2	6	1.6	8	4.8	23	1.5	7		
	Mastery *	23.9	112	16.4	79	17.9	89	18.4	89	18.3	88		
	Basic	42.0	197	43.3	209	46.4	231	41.5	201	47.7	230		
	Approaching Basic	19.6	92	23.8	115	19.7	98	23.1	112	21.4	103		
	Unsatisfactory	12.6	59	15.3	74	14.5	72	12.2	59	11.2	54		
State													
	Advanced	1.4	797	1.8	1,002	1.1	672	3.1	1,891	1.0	595		
	Mastery *	14.7	8,451	14.4	8,114	14.3	8,946	15.6	9,442	12.9	7,952		
	Basic	39.0	22,376	39.4	22,230	44.1	27,538	38.3	23,234	44.1	27,128		
	Approaching Basic	24.1	13,845	24.8	13,993	24.1	15,066	28.8	17,490	25.9	15,898		
	Unsatisfactory	20.7	11,872	19.7	11,111	16.4	10,230	14.2	8,646	16.1	9,921		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 15b: LEAP 21 Test Results - Grade 4 Mathematics

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006004	**East Beauregard High School**												
	Advanced	8.1	7	1.3	1	0.0	0	~	~	~	~		
	Mastery *	2.3	2	17.1	13	12.7	10	~	~	~	~		
	Basic	39.5	34	36.8	28	46.8	37	~	~	~	~		
	Approaching Basic	31.4	27	31.6	24	20.3	16	~	~	~	~		
	Unsatisfactory	18.6	16	13.2	10	20.3	16	~	~	~	~		
006007	**Hyatt High School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	0.0	0	15.4	2	6.7	1	33.3	2	11.1	1		
	Basic	21.4	3	46.2	6	46.7	7	50.0	3	55.6	5		
	Approaching Basic	57.1	8	15.4	2	20.0	3	16.7	1	0.0	0		
	Unsatisfactory	21.4	3	23.1	3	26.7	4	0.0	0	33.3	3		
006008	**Merryville High School**												
	Advanced	0.0	0	0.0	0	3.0	1	0.0	0	2.4	1		
	Mastery *	17.3	9	1.9	1	12.1	4	2.2	1	9.8	4		
	Basic	40.4	21	40.4	21	54.5	18	40.0	18	58.5	24		
	Approaching Basic	21.2	11	26.9	14	21.2	7	37.8	17	19.5	8		
	Unsatisfactory	21.2	11	30.8	16	9.1	3	20.0	9	9.8	4		
006009	**Pine Wood Elementary School**												
	Advanced	2.0	4	3.9	9	3.3	8	2.5	6	6.8	15		
	Mastery *	8.5	17	9.2	21	12.6	31	15.7	37	16.4	36		
	Basic	41.3	83	40.8	93	45.1	111	44.5	105	41.8	92		
	Approaching Basic	23.9	48	23.7	54	22.0	54	18.6	44	20.9	46		
	Unsatisfactory	24.4	49	22.4	51	17.1	42	18.6	44	14.1	31		
006010	**Singer High School**												
	Advanced	0.0	0	0.0	0	3.4	1	3.7	1	0.0	0		
	Mastery *	3.6	1	11.1	3	6.9	2	11.1	3	12.1	4		
	Basic	35.7	10	44.4	12	55.2	16	40.7	11	39.4	13		
	Approaching Basic	39.3	11	29.6	8	20.7	6	18.5	5	21.2	7		
	Unsatisfactory	21.4	6	14.8	4	13.8	4	25.9	7	27.3	9		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 15b: LEAP 21 Test Results - Grade 4 Mathematics

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006013	**South Beauregard Elementary School**												
	Advanced	0.0	0	1.1	1	2.1	2	2.9	3	0.9	1		
	Mastery *	9.1	8	9.2	8	13.5	13	22.1	23	21.2	24		
	Basic	44.3	39	55.2	48	54.2	52	38.5	40	46.0	52		
	Approaching Basic	30.7	27	20.7	18	18.8	18	22.1	23	19.5	22		
	Unsatisfactory	15.9	14	13.8	12	11.5	11	14.4	15	12.4	14		
006022	**East Beauregard Elementary School**												
	Advanced	~	~	~	~	~	~	3.0	2	3.0	2		
	Mastery *	~	~	~	~	~	~	10.6	7	12.1	8		
	Basic	~	~	~	~	~	~	50.0	33	56.1	37		
	Approaching Basic	~	~	~	~	~	~	16.7	11	18.2	12		
	Unsatisfactory	~	~	~	~	~	~	19.7	13	10.6	7		
District													
	Advanced	2.3	11	2.3	11	2.4	12	2.5	12	3.9	19		
	Mastery *	7.9	37	9.9	48	12.2	61	15.1	73	16.0	77		
	Basic	40.5	190	43.1	208	48.4	241	43.4	210	46.3	223		
	Approaching Basic	28.1	132	24.8	120	20.9	104	20.9	101	19.7	95		
	Unsatisfactory	21.1	99	19.9	96	16.1	80	18.2	88	14.1	68		
State													
	Advanced	1.7	1,003	1.6	884	1.7	1,048	2.1	1,293	2.6	1,592		
	Mastery *	7.8	4,473	10.0	5,631	10.8	6,753	10.4	6,291	13.0	8,007		
	Basic	31.7	18,157	37.2	20,980	40.8	25,497	38.2	23,212	41.3	25,390		
	Approaching Basic	24.0	13,755	23.0	12,981	23.4	14,612	24.6	14,930	23.3	14,324		
	Unsatisfactory	34.8	19,931	28.3	15,960	23.3	14,515	24.7	14,966	19.8	12,170		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 15c: LEAP 21 Test Results - Grade 4 Science

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006004	**East Beauregard High School**												
	Advanced	N/A	N/A	5.3	4	2.5	2	~	~	~	~		
	Mastery *	N/A	N/A	15.8	12	29.1	23	~	~	~	~		
	Basic	N/A	N/A	51.3	39	39.2	31	~	~	~	~		
	Approaching Basic	N/A	N/A	23.7	18	22.8	18	~	~	~	~		
	Unsatisfactory	N/A	N/A	3.9	3	6.3	5	~	~	~	~		
006007	**Hyatt High School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	15.4	2	6.7	1	16.7	1	0.0	0		
	Basic	N/A	N/A	38.5	5	40.0	6	83.3	5	55.6	5		
	Approaching Basic	N/A	N/A	30.8	4	40.0	6	0.0	0	22.2	2		
	Unsatisfactory	N/A	N/A	15.4	2	13.3	2	0.0	0	22.2	2		
006008	**Merryville High School**												
	Advanced	N/A	N/A	1.9	1	3.0	1	0.0	0	2.4	1		
	Mastery *	N/A	N/A	3.8	2	18.2	6	10.9	5	9.8	4		
	Basic	N/A	N/A	50.0	26	42.4	14	45.7	21	63.4	26		
	Approaching Basic	N/A	N/A	32.7	17	36.4	12	37.0	17	22.0	9		
	Unsatisfactory	N/A	N/A	11.5	6	0.0	0	6.5	3	2.4	1		
006009	**Pine Wood Elementary School**												
	Advanced	N/A	N/A	2.2	5	4.9	12	4.2	10	1.4	3		
	Mastery *	N/A	N/A	14.0	32	18.3	45	14.8	35	17.3	38		
	Basic	N/A	N/A	42.5	97	44.3	109	47.0	111	45.9	101		
	Approaching Basic	N/A	N/A	32.5	74	24.4	60	27.5	65	26.8	59		
	Unsatisfactory	N/A	N/A	8.8	20	8.1	20	6.4	15	8.6	19		
006010	**Singer High School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	3.0	1		
	Mastery *	N/A	N/A	14.8	4	10.3	3	11.1	3	12.1	4		
	Basic	N/A	N/A	55.6	15	34.5	10	51.9	14	51.5	17		
	Approaching Basic	N/A	N/A	18.5	5	44.8	13	33.3	9	27.3	9		
	Unsatisfactory	N/A	N/A	11.1	3	10.3	3	3.7	1	6.1	2		

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to the 4th and 8th graders in spring 2000.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 15c: LEAP 21 Test Results - Grade 4 Science

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006013	**South Beauregard Elementary School**												
	Advanced	N/A	N/A	5.7	5	0.0	0	8.7	9	1.8	2		
	Mastery *	N/A	N/A	18.4	16	27.1	26	17.3	18	17.7	20		
	Basic	N/A	N/A	55.2	48	52.1	50	51.0	53	52.2	59		
	Approaching Basic	N/A	N/A	18.4	16	19.8	19	17.3	18	23.9	27		
	Unsatisfactory	N/A	N/A	2.3	2	1.0	1	5.8	6	4.4	5		
006022	**East Beauregard Elementary School**												
	Advanced	N/A	N/A	~	~	~	~	6.1	4	7.6	5		
	Mastery *	N/A	N/A	~	~	~	~	25.8	17	13.6	9		
	Basic	N/A	N/A	~	~	~	~	48.5	32	57.6	38		
	Approaching Basic	N/A	N/A	~	~	~	~	16.7	11	18.2	12		
	Unsatisfactory	N/A	N/A	~	~	~	~	3.0	2	3.0	2		
District													
	Advanced	N/A	N/A	3.1	15	3.0	15	4.7	23	2.5	12		
	Mastery *	N/A	N/A	14.1	68	20.9	104	16.3	79	15.6	75		
	Basic	N/A	N/A	47.6	230	44.2	220	48.7	236	51.0	246		
	Approaching Basic	N/A	N/A	27.7	134	25.7	128	24.7	120	24.5	118		
	Unsatisfactory	N/A	N/A	7.5	36	6.2	31	5.6	27	6.4	31		
State													
	Advanced	N/A	N/A	1.1	638	1.9	1,205	3.5	2,098	1.8	1,100		
	Mastery *	N/A	N/A	10.9	6,156	11.4	7,112	10.9	6,617	12.3	7,526		
	Basic	N/A	N/A	39.6	22,330	37.6	23,485	42.0	25,500	36.6	22,451		
	Approaching Basic	N/A	N/A	30.1	16,990	33.9	21,148	29.1	17,630	35.4	21,720		
	Unsatisfactory	N/A	N/A	18.2	10,288	15.2	9,476	14.5	8,819	14.0	8,627		

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to the 4th and 8th graders in spring 2000.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 15d: LEAP 21 Test Results - Grade 4 Social Studies

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006004	**East Beauregard High School**												
	Advanced	N/A	N/A	2.6	2	0.0	0	~	~	~	~		
	Mastery *	N/A	N/A	14.5	11	15.2	12	~	~	~	~		
	Basic	N/A	N/A	53.9	41	48.1	38	~	~	~	~		
	Approaching Basic	N/A	N/A	23.7	18	25.3	20	~	~	~	~		
	Unsatisfactory	N/A	N/A	5.3	4	11.4	9	~	~	~	~		
006007	**Hyatt High School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	15.4	2	0.0	0	0.0	0	0.0	0		
	Basic	N/A	N/A	38.5	5	46.7	7	83.3	5	55.6	5		
	Approaching Basic	N/A	N/A	30.8	4	26.7	4	16.7	1	22.2	2		
	Unsatisfactory	N/A	N/A	15.4	2	26.7	4	0.0	0	22.2	2		
006008	**Merryville High School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	2.4	1		
	Mastery *	N/A	N/A	1.9	1	3.0	1	6.5	3	7.3	3		
	Basic	N/A	N/A	50.0	26	72.7	24	43.5	20	61.0	25		
	Approaching Basic	N/A	N/A	26.9	14	12.1	4	32.6	15	26.8	11		
	Unsatisfactory	N/A	N/A	21.2	11	12.1	4	17.4	8	2.4	1		
006009	**Pine Wood Elementary School**												
	Advanced	N/A	N/A	0.0	0	2.4	6	0.0	0	4.1	9		
	Mastery *	N/A	N/A	10.1	23	11.0	27	10.6	25	17.3	38		
	Basic	N/A	N/A	47.4	108	48.8	120	55.5	131	49.5	109		
	Approaching Basic	N/A	N/A	20.2	46	22.8	56	18.2	43	19.5	43		
	Unsatisfactory	N/A	N/A	22.4	51	15.0	37	15.7	37	9.5	21		
006010	**Singer High School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	3.7	1	10.3	3	0.0	0	3.0	1		
	Basic	N/A	N/A	66.7	18	31.0	9	51.9	14	45.5	15		
	Approaching Basic	N/A	N/A	11.1	3	31.0	9	25.9	7	36.4	12		
	Unsatisfactory	N/A	N/A	18.5	5	27.6	8	22.2	6	15.2	5		

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to the 4th and 8th graders in spring 2000.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 15d: LEAP 21 Test Results - Grade 4 Social Studies

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006013	**South Beauregard Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	1.0	1	1.8	2		
	Mastery *	N/A	N/A	18.4	16	18.8	18	16.3	17	9.7	11		
	Basic	N/A	N/A	50.6	44	56.3	54	54.8	57	54.0	61		
	Approaching Basic	N/A	N/A	20.7	18	14.6	14	16.3	17	23.9	27		
	Unsatisfactory	N/A	N/A	10.3	9	10.4	10	11.5	12	10.6	12		
006022	**East Beauregard Elementary School**												
	Advanced	N/A	N/A	~	~	~	~	1.5	1	6.1	4		
	Mastery *	N/A	N/A	~	~	~	~	16.7	11	21.2	14		
	Basic	N/A	N/A	~	~	~	~	63.6	42	56.1	37		
	Approaching Basic	N/A	N/A	~	~	~	~	9.1	6	13.6	9		
	Unsatisfactory	N/A	N/A	~	~	~	~	9.1	6	3.0	2		
District													
	Advanced	N/A	N/A	0.4	2	1.2	6	0.4	2	3.3	16		
	Mastery *	N/A	N/A	11.2	54	12.2	61	11.5	56	13.9	67		
	Basic	N/A	N/A	50.1	242	50.6	252	55.5	269	52.3	252		
	Approaching Basic	N/A	N/A	21.3	103	21.5	107	18.4	89	21.6	104		
	Unsatisfactory	N/A	N/A	17.0	82	14.5	72	14.2	69	8.9	43		
State													
	Advanced	N/A	N/A	0.9	495	1.2	724	1.1	650	1.7	1,018		
	Mastery *	N/A	N/A	10.1	5,702	10.3	6,432	8.0	4,855	11.6	7,102		
	Basic	N/A	N/A	42.2	23,775	44.0	27,458	45.4	27,539	45.5	27,950		
	Approaching Basic	N/A	N/A	23.0	12,986	23.4	14,634	24.9	15,125	25.0	15,345		
	Unsatisfactory	N/A	N/A	23.8	13,426	21.1	13,188	20.6	12,481	16.3	10,006		

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to the 4th and 8th graders in spring 2000.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 15e: LEAP 21 Test Results - Grade 8 English Language Arts

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006002	**DeRidder High School**												
	Advanced	~	~	~	~	0.0	0	0.0	0	~	~		
	Mastery *	~	~	~	~	0.0	0	0.0	0	~	~		
	Basic	~	~	~	~	0.0	0	0.0	0	~	~		
	Approaching Basic	~	~	~	~	0.0	0	100.0	1	~	~		
	Unsatisfactory	~	~	~	~	100.0	1	0.0	0	~	~		
006003	**DeRidder Junior High School**												
	Advanced	0.5	1	1.8	4	1.4	3	4.5	9	4.1	7		
	Mastery *	18.0	36	17.4	38	17.0	36	21.3	43	18.0	31		
	Basic	34.5	69	36.7	80	39.2	83	33.7	68	42.4	73		
	Approaching Basic	33.5	67	31.2	68	31.1	66	31.7	64	29.7	51		
	Unsatisfactory	13.5	27	12.8	28	11.3	24	8.9	18	5.8	10		
006004	**East Beauregard High School**												
	Advanced	0.0	0	1.5	1	0.0	0	1.3	1	1.2	1		
	Mastery *	8.8	5	27.9	19	11.4	8	17.5	14	17.3	14		
	Basic	45.6	26	42.6	29	35.7	25	43.8	35	44.4	36		
	Approaching Basic	36.8	21	22.1	15	40.0	28	31.3	25	30.9	25		
	Unsatisfactory	8.8	5	5.9	4	12.9	9	6.3	5	6.2	5		
006007	**Hyatt High School**												
	Advanced	0.0	0	7.1	1	0.0	0	0.0	0	0.0	0		
	Mastery *	0.0	0	28.6	4	16.7	2	25.0	3	14.3	2		
	Basic	23.5	4	35.7	5	33.3	4	33.3	4	14.3	2		
	Approaching Basic	47.1	8	28.6	4	41.7	5	41.7	5	57.1	8		
	Unsatisfactory	29.4	5	0.0	0	8.3	1	0.0	0	14.3	2		
006008	**Merryville High School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	2.5	1		
	Mastery *	6.3	2	8.2	4	16.3	8	23.3	10	35.0	14		
	Basic	37.5	12	59.2	29	34.7	17	30.2	13	35.0	14		
	Approaching Basic	37.5	12	28.6	14	40.8	20	37.2	16	17.5	7		
	Unsatisfactory	18.8	6	4.1	2	8.2	4	9.3	4	10.0	4		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 15e: LEAP 21 Test Results - Grade 8 English Language Arts

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006010	**Singer High School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	5.0	1		
	Mastery *	0.0	0	17.4	4	15.8	3	9.1	2	15.0	3		
	Basic	68.8	11	43.5	10	52.6	10	40.9	9	60.0	12		
	Approaching Basic	25.0	4	39.1	9	31.6	6	45.5	10	15.0	3		
	Unsatisfactory	6.3	1	0.0	0	0.0	0	4.5	1	5.0	1		
006011	**South Beauregard High School**												
	Advanced	1.0	1	1.1	1	0.0	0	6.6	6	1.0	1		
	Mastery *	19.4	19	26.1	23	14.8	12	29.7	27	19.4	19		
	Basic	43.9	43	45.5	40	45.7	37	31.9	29	52.0	51		
	Approaching Basic	26.5	26	26.1	23	29.6	24	28.6	26	21.4	21		
	Unsatisfactory	9.2	9	1.1	1	9.9	8	3.3	3	6.1	6		
006021	**Beauregard Alternative School**												
	Advanced	~	~	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	~	~	0.0	0	0.0	0	0.0	0	0.0	0		
	Basic	~	~	7.1	1	0.0	0	50.0	2	0.0	0		
	Approaching Basic	~	~	42.9	6	25.0	2	0.0	0	83.3	5		
	Unsatisfactory	~	~	50.0	7	75.0	6	50.0	2	16.7	1		
006023	**Southwest Louisiana Marine Institute**												
	Advanced	~	~	~	~	~	~	0.0	0	0.0	0		
	Mastery *	~	~	~	~	~	~	0.0	0	0.0	0		
	Basic	~	~	~	~	~	~	16.7	1	11.1	1		
	Approaching Basic	~	~	~	~	~	~	66.7	4	33.3	3		
	Unsatisfactory	~	~	~	~	~	~	16.7	1	55.6	5		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 15e: LEAP 21 Test Results - Grade 8 English Language Arts

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District													
	Advanced	0.5	2	1.5	7	0.7	3	3.5	16	2.6	11		
	Mastery *	14.9	62	20.0	92	15.5	69	21.8	99	19.5	83		
	Basic	39.4	164	42.0	193	39.6	176	34.9	159	44.2	188		
	Approaching Basic	32.7	136	28.9	133	33.6	149	32.7	149	27.1	115		
	Unsatisfactory	12.5	52	7.6	35	10.6	47	7.0	32	6.6	28		
State													
	Advanced	1.1	577	1.2	615	0.6	326	1.7	866	1.0	559		
	Mastery *	11.2	6,035	14.1	7,512	13.5	7,138	15.8	8,062	14.3	7,730		
	Basic	31.5	17,005	38.9	20,777	37.6	19,837	32.0	16,373	36.2	19,625		
	Approaching Basic	35.9	19,358	33.1	17,652	34.4	18,133	38.6	19,713	32.0	17,360		
	Unsatisfactory	20.3	10,928	12.8	6,829	13.9	7,314	11.9	6,102	16.5	8,941		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 15f: LEAP 21 Test Results - Grade 8 Mathematics

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006002	**DeRidder High School**												
	Advanced	~	~	~	~	0.0	0	0.0	0	~	~		
	Mastery *	~	~	~	~	0.0	0	0.0	0	~	~		
	Basic	~	~	~	~	0.0	0	0.0	0	~	~		
	Approaching Basic	~	~	~	~	0.0	0	0.0	0	~	~		
	Unsatisfactory	~	~	~	~	0.0	0	100.0	1	~	~		
006003	**DeRidder Junior High School**												
	Advanced	4.0	8	6.9	15	6.6	14	4.0	8	1.7	3		
	Mastery *	6.5	13	6.0	13	7.5	16	9.9	20	7.0	12		
	Basic	37.5	75	41.7	91	48.6	103	42.6	86	56.4	97		
	Approaching Basic	25.0	50	19.7	43	21.7	46	26.2	53	18.6	32		
	Unsatisfactory	27.0	54	25.7	56	15.6	33	17.3	35	16.3	28		
006004	**East Beauregard High School**												
	Advanced	0.0	0	5.9	4	0.0	0	0.0	0	3.7	3		
	Mastery *	5.3	3	4.4	3	8.6	6	1.3	1	1.2	1		
	Basic	54.4	31	64.7	44	48.6	34	61.3	49	59.3	48		
	Approaching Basic	24.6	14	4.4	3	20.0	14	23.8	19	18.5	15		
	Unsatisfactory	15.8	9	20.6	14	22.9	16	13.8	11	17.3	14		
006007	**Hyatt High School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	0.0	0	21.4	3	25.0	3	0.0	0	0.0	0		
	Basic	35.3	6	50.0	7	33.3	4	41.7	5	42.9	6		
	Approaching Basic	41.2	7	14.3	2	25.0	3	33.3	4	28.6	4		
	Unsatisfactory	23.5	4	14.3	2	16.7	2	25.0	3	28.6	4		
006008	**Merryville High School**												
	Advanced	3.1	1	2.1	1	2.0	1	0.0	0	2.5	1		
	Mastery *	0.0	0	4.2	2	6.1	3	2.3	1	10.0	4		
	Basic	31.3	10	58.3	28	57.1	28	46.5	20	60.0	24		
	Approaching Basic	40.6	13	22.9	11	16.3	8	37.2	16	12.5	5		
	Unsatisfactory	25.0	8	12.5	6	18.4	9	14.0	6	15.0	6		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 15f: LEAP 21 Test Results - Grade 8 Mathematics

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006010	**Singer High School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	5.0	1		
	Mastery *	6.3	1	17.4	4	0.0	0	4.5	1	20.0	4		
	Basic	56.3	9	60.9	14	84.2	16	68.2	15	70.0	14		
	Approaching Basic	25.0	4	13.0	3	10.5	2	22.7	5	0.0	0		
	Unsatisfactory	12.5	2	8.7	2	5.3	1	4.5	1	5.0	1		
006011	**South Beauregard High School**												
	Advanced	0.0	0	1.1	1	6.2	5	5.5	5	0.0	0		
	Mastery *	6.2	6	5.7	5	3.7	3	4.4	4	8.2	8		
	Basic	59.8	58	64.8	57	66.7	54	60.4	55	49.0	48		
	Approaching Basic	16.5	16	17.0	15	11.1	9	18.7	17	31.6	31		
	Unsatisfactory	17.5	17	11.4	10	12.3	10	11.0	10	11.2	11		
006021	**Beauregard Alternative School**												
	Advanced	~	~	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	~	~	0.0	0	0.0	0	0.0	0	0.0	0		
	Basic	~	~	28.6	4	0.0	0	25.0	1	16.7	1		
	Approaching Basic	~	~	14.3	2	25.0	2	25.0	1	33.3	2		
	Unsatisfactory	~	~	57.1	8	75.0	6	50.0	2	50.0	3		
006023	**Southwest Louisiana Marine Institute**												
	Advanced	~	~	~	~	~	~	0.0	0	0.0	0		
	Mastery *	~	~	~	~	~	~	0.0	0	0.0	0		
	Basic	~	~	~	~	~	~	0.0	0	12.5	1		
	Approaching Basic	~	~	~	~	~	~	16.7	1	0.0	0		
	Unsatisfactory	~	~	~	~	~	~	83.3	5	87.5	7		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 15f: LEAP 21 Test Results - Grade 8 Mathematics

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District													
	Advanced	2.2	9	4.6	21	4.5	20	2.9	13	1.9	8		
	Mastery *	5.5	23	6.5	30	7.0	31	5.9	27	6.8	29		
	Basic	44.8	186	52.5	241	54.0	239	50.3	229	55.8	237		
	Approaching Basic	24.8	103	16.8	77	18.5	82	25.3	115	20.5	87		
	Unsatisfactory	22.7	94	19.6	90	16.0	71	15.6	71	15.1	64		
State													
	Advanced	1.3	713	2.6	1,370	2.6	1,390	1.5	754	3.1	1,657		
	Mastery *	4.4	2,359	4.8	2,575	4.5	2,396	3.5	1,792	5.4	2,941		
	Basic	33.3	17,927	38.8	20,718	43.0	22,717	40.4	20,631	41.0	22,243		
	Approaching Basic	21.3	11,498	21.5	11,478	22.3	11,771	27.9	14,237	21.9	11,847		
	Unsatisfactory	39.7	21,360	32.2	17,193	27.5	14,543	26.8	13,704	28.6	15,516		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 15g: LEAP 21 Test Results - Grade 8 Science

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006002	**DeRidder High School**												
	Advanced	N/A	N/A	~	~	0.0	0	~	~	~	~		
	Mastery *	N/A	N/A	~	~	0.0	0	~	~	~	~		
	Basic	N/A	N/A	~	~	0.0	0	~	~	~	~		
	Approaching Basic	N/A	N/A	~	~	0.0	0	~	~	~	~		
	Unsatisfactory	N/A	N/A	~	~	0.0	0	~	~	~	~		
006003	**DeRidder Junior High School**												
	Advanced	N/A	N/A	1.8	4	0.5	1	1.0	2	0.0	0		
	Mastery *	N/A	N/A	18.3	40	19.0	40	21.3	43	22.7	39		
	Basic	N/A	N/A	30.3	66	42.2	89	43.1	87	43.6	75		
	Approaching Basic	N/A	N/A	24.8	54	24.6	52	24.8	50	22.7	39		
	Unsatisfactory	N/A	N/A	24.8	54	13.7	29	9.9	20	11.0	19		
006004	**East Beauregard High School**												
	Advanced	N/A	N/A	2.9	2	4.3	3	1.3	1	1.2	1		
	Mastery *	N/A	N/A	35.3	24	18.6	13	15.0	12	11.1	9		
	Basic	N/A	N/A	35.3	24	35.7	25	46.3	37	49.4	40		
	Approaching Basic	N/A	N/A	17.6	12	25.7	18	28.8	23	33.3	27		
	Unsatisfactory	N/A	N/A	8.8	6	15.7	11	8.8	7	4.9	4		
006007	**Hyatt High School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	35.7	5	25.0	3	8.3	1	14.3	2		
	Basic	N/A	N/A	14.3	2	33.3	4	41.7	5	42.9	6		
	Approaching Basic	N/A	N/A	42.9	6	16.7	2	41.7	5	28.6	4		
	Unsatisfactory	N/A	N/A	7.1	1	25.0	3	8.3	1	14.3	2		
006008	**Merryville High School**												
	Advanced	N/A	N/A	0.0	0	4.1	2	0.0	0	0.0	0		
	Mastery *	N/A	N/A	12.5	6	26.5	13	18.6	8	25.0	10		
	Basic	N/A	N/A	43.8	21	36.7	18	53.5	23	42.5	17		
	Approaching Basic	N/A	N/A	29.2	14	18.4	9	16.3	7	20.0	8		
	Unsatisfactory	N/A	N/A	14.6	7	14.3	7	11.6	5	12.5	5		

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to the 4th and 8th graders in spring 2000.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 15g: LEAP 21 Test Results - Grade 8 Science

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006010	**Singer High School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	13.0	3	21.1	4	22.7	5	5.0	1		
	Basic	N/A	N/A	43.5	10	47.4	9	59.1	13	75.0	15		
	Approaching Basic	N/A	N/A	39.1	9	21.1	4	13.6	3	20.0	4		
	Unsatisfactory	N/A	N/A	4.3	1	10.5	2	4.5	1	0.0	0		
006011	**South Beauregard High School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	2.2	2	1.0	1		
	Mastery *	N/A	N/A	21.6	19	21.0	17	20.9	19	15.3	15		
	Basic	N/A	N/A	46.6	41	39.5	32	45.1	41	43.9	43		
	Approaching Basic	N/A	N/A	26.1	23	28.4	23	23.1	21	29.6	29		
	Unsatisfactory	N/A	N/A	5.7	5	11.1	9	8.8	8	10.2	10		
006021	**Beauregard Alternative School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	0.0	0	0.0	0	25.0	1	0.0	0		
	Basic	N/A	N/A	0.0	0	12.5	1	25.0	1	50.0	3		
	Approaching Basic	N/A	N/A	35.7	5	0.0	0	50.0	2	16.7	1		
	Unsatisfactory	N/A	N/A	64.3	9	87.5	7	0.0	0	33.3	2		
006023	**Southwest Louisiana Marine Institute**												
	Advanced	N/A	N/A	~	~	~	~	0.0	0	0.0	0		
	Mastery *	N/A	N/A	~	~	~	~	0.0	0	12.5	1		
	Basic	N/A	N/A	~	~	~	~	0.0	0	0.0	0		
	Approaching Basic	N/A	N/A	~	~	~	~	50.0	3	25.0	2		
	Unsatisfactory	N/A	N/A	~	~	~	~	50.0	3	62.5	5		

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to the 4th and 8th graders in spring 2000.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 15g: LEAP 21 Test Results - Grade 8 Science

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District													
	Advanced	N/A	N/A	1.3	6	1.4	6	1.1	5	0.5	2		
	Mastery *	N/A	N/A	21.1	97	20.4	90	19.3	88	17.9	76		
	Basic	N/A	N/A	35.7	164	40.0	177	45.1	205	46.1	196		
	Approaching Basic	N/A	N/A	25.7	118	24.4	108	24.6	112	26.1	111		
	Unsatisfactory	N/A	N/A	16.1	74	13.8	61	9.9	45	9.4	40		
State													
	Advanced	N/A	N/A	0.6	309	0.7	381	1.1	568	0.9	479		
	Mastery *	N/A	N/A	14.6	7,766	13.8	7,211	15.4	7,851	13.4	7,256		
	Basic	N/A	N/A	30.5	16,274	35.2	18,473	34.2	17,415	33.0	17,846		
	Approaching Basic	N/A	N/A	27.7	14,769	27.2	14,249	28.9	14,742	30.6	16,535		
	Unsatisfactory	N/A	N/A	26.6	14,176	23.1	12,094	20.4	10,381	22.2	11,984		

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to the 4th and 8th graders in spring 2000.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 15h: LEAP 21 Test Results - Grade 8 Social Studies

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006002	**DeRidder High School**												
	Advanced	N/A	N/A	~	~	0.0	0	~	~	~	~		
	Mastery *	N/A	N/A	~	~	0.0	0	~	~	~	~		
	Basic	N/A	N/A	~	~	0.0	0	~	~	~	~		
	Approaching Basic	N/A	N/A	~	~	0.0	0	~	~	~	~		
	Unsatisfactory	N/A	N/A	~	~	0.0	0	~	~	~	~		
006003	**DeRidder Junior High School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.5	1	0.0	0		
	Mastery *	N/A	N/A	11.0	24	14.2	30	13.9	28	9.9	17		
	Basic	N/A	N/A	46.3	101	52.6	111	49.0	99	50.6	87		
	Approaching Basic	N/A	N/A	21.1	46	16.6	35	19.8	40	23.3	40		
	Unsatisfactory	N/A	N/A	21.6	47	16.6	35	16.8	34	16.3	28		
006004	**East Beauregard High School**												
	Advanced	N/A	N/A	2.9	2	1.4	1	0.0	0	0.0	0		
	Mastery *	N/A	N/A	22.1	15	11.4	8	8.8	7	6.2	5		
	Basic	N/A	N/A	45.6	31	45.7	32	56.3	45	45.7	37		
	Approaching Basic	N/A	N/A	14.7	10	22.9	16	22.5	18	35.8	29		
	Unsatisfactory	N/A	N/A	14.7	10	18.6	13	12.5	10	12.3	10		
006007	**Hyatt High School**												
	Advanced	N/A	N/A	7.1	1	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	14.3	2	0.0	0	0.0	0	7.1	1		
	Basic	N/A	N/A	35.7	5	66.7	8	50.0	6	28.6	4		
	Approaching Basic	N/A	N/A	28.6	4	25.0	3	16.7	2	35.7	5		
	Unsatisfactory	N/A	N/A	14.3	2	8.3	1	33.3	4	28.6	4		
006008	**Merryville High School**												
	Advanced	N/A	N/A	0.0	0	2.0	1	0.0	0	0.0	0		
	Mastery *	N/A	N/A	4.2	2	8.2	4	4.7	2	20.0	8		
	Basic	N/A	N/A	52.1	25	44.9	22	46.5	20	55.0	22		
	Approaching Basic	N/A	N/A	27.1	13	36.7	18	34.9	15	12.5	5		
	Unsatisfactory	N/A	N/A	16.7	8	8.2	4	14.0	6	12.5	5		

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to the 4th and 8th graders in spring 2000.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 15h: LEAP 21 Test Results - Grade 8 Social Studies

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006010	**Singer High School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	4.5	1	5.3	1	9.1	2	0.0	0		
	Basic	N/A	N/A	59.1	13	52.6	10	77.3	17	90.0	18		
	Approaching Basic	N/A	N/A	22.7	5	26.3	5	9.1	2	5.0	1		
	Unsatisfactory	N/A	N/A	13.6	3	15.8	3	4.5	1	5.0	1		
006011	**South Beauregard High School**												
	Advanced	N/A	N/A	0.0	0	2.5	2	2.2	2	0.0	0		
	Mastery *	N/A	N/A	14.8	13	12.3	10	17.6	16	8.2	8		
	Basic	N/A	N/A	56.8	50	51.9	42	53.8	49	45.9	45		
	Approaching Basic	N/A	N/A	21.6	19	19.8	16	18.7	17	32.7	32		
	Unsatisfactory	N/A	N/A	6.8	6	13.6	11	7.7	7	13.3	13		
006021	**Beauregard Alternative School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Basic	N/A	N/A	14.3	2	0.0	0	50.0	2	0.0	0		
	Approaching Basic	N/A	N/A	21.4	3	37.5	3	0.0	0	66.7	4		
	Unsatisfactory	N/A	N/A	64.3	9	62.5	5	50.0	2	33.3	2		
006023	**Southwest Louisiana Marine Institute**												
	Advanced	N/A	N/A	~	~	~	~	0.0	0	0.0	0		
	Mastery *	N/A	N/A	~	~	~	~	0.0	0	0.0	0		
	Basic	N/A	N/A	~	~	~	~	16.7	1	12.5	1		
	Approaching Basic	N/A	N/A	~	~	~	~	0.0	0	0.0	0		
	Unsatisfactory	N/A	N/A	~	~	~	~	83.3	5	87.5	7		

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to the 4th and 8th graders in spring 2000.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 15h: LEAP 21 Test Results - Grade 8 Social Studies

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District													
	Advanced	N/A	N/A	0.7	3	0.9	4	0.7	3	0.0	0		
	Mastery *	N/A	N/A	12.4	57	12.0	53	12.1	55	9.2	39		
	Basic	N/A	N/A	49.1	225	50.9	225	51.9	236	50.1	213		
	Approaching Basic	N/A	N/A	21.2	97	21.0	93	20.7	94	26.4	112		
	Unsatisfactory	N/A	N/A	16.6	76	15.2	67	14.7	67	14.4	61		
State													
	Advanced	N/A	N/A	0.6	293	0.9	475	0.8	404	0.4	210		
	Mastery *	N/A	N/A	10.1	5,360	11.9	6,248	9.2	4,682	8.4	4,549		
	Basic	N/A	N/A	40.9	21,809	40.8	21,388	43.9	22,346	39.9	21,571		
	Approaching Basic	N/A	N/A	23.7	12,625	24.0	12,558	24.5	12,468	27.2	14,683		
	Unsatisfactory	N/A	N/A	24.7	13,179	22.4	11,713	21.7	11,040	24.2	13,065		

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to the 4th and 8th graders in spring 2000.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Criterion-Referenced Test (CRT) – GEE 21 Results

The new high school CRT is the **Graduation Exit Examination for the 21st Century (GEE 21)**, replacing the old GEE, in use for more than a decade. Like the previous GEE, the goal of the GEE 21 is to ensure that students graduate from high school with basic skills knowledge in English, Mathematics, Science, and Social Studies. Furthermore, the GEE 21 is used to measure how well a student has mastered the state content standards. The GEE 21 assesses students' abilities according to the state's more rigorous standards for what students should know and be able to do. The GEE 21 is of the same rigor as the LEAP 21, administered in grades 4 and 8.

The GEE 21 has only four subject area tests: English Language Arts, Mathematics, Science, and Social Studies. Instead of receiving pass or fail designations, students receive an achievement level, ranging from a top level of *Advanced* to a failing level of *Unsatisfactory*.

The first cohort of students to take the GEE 21 were the students who were in the 10th grade in the spring of 2001 (the graduating class of 2003). These students needed to score *Approaching Basic* or above on only the English Language Arts and Mathematics tests to graduate. If they did not achieve *Approaching Basic*, they were allowed four more opportunities to retest during their junior and senior years. The Science and Social Studies tests were administered to first-time eleventh graders beginning in the spring of 2002. All classes beginning with the graduating class of 2004 have to score *Approaching Basic* or above on both the English Language Arts and the Mathematics tests and on either the Science or Social Studies tests to graduate from high school.

Data Presentation

Tables 16a-16d provide the GEE 21 results for first-time GEE 21 test takers. The tables reflect both the number and percent of students at each achievement level in the GEE 21 subject area component. The GEE 21 results are presented in school site code order for each school in the district. Also, comparison data are presented for the district and the state.

Furthermore, the data presented are GEE 21 scores for all students included in the accountability CRT index score at each school. As a result, the data in the *District Composite Report* may not match the data contained in reports issued by the testing contractor.

Differences may exist because of the following reasons. First, students with GEE 21 index scores of zero are included in the *Unsatisfactory* achievement level. Zero scores are assigned to students who are not exempt and who did not take the test, and to students with testing irregularities. Second, students from Option I alternative schools are included in the results of their home school. Third, if a school had insufficient data for one grade, the presented results will include scores from the shared grade of another school. Finally, results for students who took the LAA or LAA-B were also included.

Data Source

The GEE 21 results are based on student-level data provided to the Louisiana Department of Education by Data Recognition Corporation (DRC), the testing contractor for this portion of the Louisiana Educational Assessment Program (LEAP).

Table 16a: Graduation Exit Examination (GEE 21) Results - English Language Arts

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006002	**DeRidder High School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	1.6	3	1.0	2		
	Mastery *	N/A	N/A	N/A	N/A	18.2	33	27.6	53	15.2	32		
	Basic	N/A	N/A	N/A	N/A	44.8	81	39.1	75	41.0	86		
	Approaching Basic	N/A	N/A	N/A	N/A	24.3	44	21.9	42	23.8	50		
	Unsatisfactory	N/A	N/A	N/A	N/A	12.7	23	9.9	19	19.0	40		
006003	**DeRidder Junior High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.0	1		
006004	**East Beauregard High School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	5.5	3	26.9	14	14.8	9		
	Basic	N/A	N/A	N/A	N/A	49.1	27	46.2	24	47.5	29		
	Approaching Basic	N/A	N/A	N/A	N/A	29.1	16	21.2	11	18.0	11		
	Unsatisfactory	N/A	N/A	N/A	N/A	16.4	9	5.8	3	19.7	12		
006007	**Hyatt High School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	7.7	1	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	11.1	2	15.4	2	13.3	2		
	Basic	N/A	N/A	N/A	N/A	55.6	10	38.5	5	33.3	5		
	Approaching Basic	N/A	N/A	N/A	N/A	27.8	5	23.1	3	20.0	3		
	Unsatisfactory	N/A	N/A	N/A	N/A	5.6	1	15.4	2	33.3	5		
006008	**Merryville High School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	3.0	1	21.4	9	14.0	6		
	Basic	N/A	N/A	N/A	N/A	72.7	24	33.3	14	48.8	21		
	Approaching Basic	N/A	N/A	N/A	N/A	15.2	5	38.1	16	20.9	9		
	Unsatisfactory	N/A	N/A	N/A	N/A	9.1	3	7.1	3	16.3	7		

~ = Unavailable or insufficient data

N/A = Not Applicable: English Language Arts and Mathematics tests of the new GEE 21 test were first administered in spring 2001.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 16a: Graduation Exit Examination (GEE 21) Results - English Language Arts

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006010	**Singer High School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	0.0	0	12.5	3	0.0	0		
	Basic	N/A	N/A	N/A	N/A	41.2	7	37.5	9	59.1	13		
	Approaching Basic	N/A	N/A	N/A	N/A	35.3	6	41.7	10	31.8	7		
	Unsatisfactory	N/A	N/A	N/A	N/A	23.5	4	8.3	2	9.1	2		
006011	**South Beauregard High School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	8.7	9	27.0	24	11.4	9		
	Basic	N/A	N/A	N/A	N/A	57.3	59	47.2	42	51.9	41		
	Approaching Basic	N/A	N/A	N/A	N/A	23.3	24	18.0	16	21.5	17		
	Unsatisfactory	N/A	N/A	N/A	N/A	10.7	11	7.9	7	15.2	12		
006021	**Beauregard Alternative School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	12.5	1	0.0	0	0.0	0		
	Basic	N/A	N/A	N/A	N/A	12.5	1	0.0	0	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	50.0	4	75.0	3	50.0	1		
	Unsatisfactory	N/A	N/A	N/A	N/A	25.0	2	25.0	1	50.0	1		
006023	**Southwest Louisiana Marine Institute**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	33.3	1	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	16.7	1		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	66.7	2	83.3	5		

~ = Unavailable or insufficient data

N/A = Not Applicable: English Language Arts and Mathematics tests of the new GEE 21 test were first administered in spring 2001.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 16a: Graduation Exit Examination (GEE 21) Results - English Language Arts

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District													
	Advanced	N/A	N/A	N/A	N/A	0.0	0	1.0	4	0.5	2		
	Mastery *	N/A	N/A	N/A	N/A	11.8	48	25.3	105	13.5	58		
	Basic	N/A	N/A	N/A	N/A	51.1	208	41.0	170	45.2	195		
	Approaching Basic	N/A	N/A	N/A	N/A	24.6	100	23.6	98	22.5	97		
	Unsatisfactory	N/A	N/A	N/A	N/A	12.5	51	9.2	38	18.3	79		
State													
	Advanced	N/A	N/A	N/A	N/A	0.8	345	1.5	647	0.8	346		
	Mastery *	N/A	N/A	N/A	N/A	12.1	5,561	14.5	6,423	10.9	5,033		
	Basic	N/A	N/A	N/A	N/A	42.7	19,622	41.3	18,321	41.0	18,897		
	Approaching Basic	N/A	N/A	N/A	N/A	22.9	10,502	23.0	10,223	24.6	11,314		
	Unsatisfactory	N/A	N/A	N/A	N/A	21.6	9,903	19.8	8,792	22.7	10,450		

~ = Unavailable or insufficient data

N/A = Not Applicable: English Language Arts and Mathematics tests of the new GEE 21 test were first administered in spring 2001.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 16b: Graduation Exit Examination (GEE 21) Results - Mathematics

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006002	**DeRidder High School**												
	Advanced	N/A	N/A	N/A	N/A	8.8	16	10.9	21	12.4	26		
	Mastery *	N/A	N/A	N/A	N/A	19.9	36	25.0	48	15.3	32		
	Basic	N/A	N/A	N/A	N/A	35.9	65	34.9	67	41.6	87		
	Approaching Basic	N/A	N/A	N/A	N/A	14.9	27	15.1	29	17.7	37		
	Unsatisfactory	N/A	N/A	N/A	N/A	20.4	37	14.1	27	12.9	27		
006003	**DeRidder Junior High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.0	1		
006004	**East Beauregard High School**												
	Advanced	N/A	N/A	N/A	N/A	1.8	1	15.1	8	9.7	6		
	Mastery *	N/A	N/A	N/A	N/A	20.0	11	30.2	16	19.4	12		
	Basic	N/A	N/A	N/A	N/A	47.3	26	35.8	19	33.9	21		
	Approaching Basic	N/A	N/A	N/A	N/A	20.0	11	7.5	4	14.5	9		
	Unsatisfactory	N/A	N/A	N/A	N/A	10.9	6	11.3	6	22.6	14		
006007	**Hyatt High School**												
	Advanced	N/A	N/A	N/A	N/A	5.6	1	7.7	1	6.7	1		
	Mastery *	N/A	N/A	N/A	N/A	11.1	2	7.7	1	20.0	3		
	Basic	N/A	N/A	N/A	N/A	44.4	8	30.8	4	53.3	8		
	Approaching Basic	N/A	N/A	N/A	N/A	16.7	3	23.1	3	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	22.2	4	30.8	4	20.0	3		
006008	**Merryville High School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0	11.6	5		
	Mastery *	N/A	N/A	N/A	N/A	12.1	4	14.3	6	18.6	8		
	Basic	N/A	N/A	N/A	N/A	42.4	14	59.5	25	44.2	19		
	Approaching Basic	N/A	N/A	N/A	N/A	18.2	6	11.9	5	7.0	3		
	Unsatisfactory	N/A	N/A	N/A	N/A	27.3	9	14.3	6	18.6	8		

~ = Unavailable or insufficient data

N/A = Not Applicable: English Language Arts and Mathematics tests of the new GEE 21 test were first administered in spring 2001.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 16b: Graduation Exit Examination (GEE 21) Results - Mathematics

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006010	**Singer High School**												
	Advanced	N/A	N/A	N/A	N/A	6.3	1	16.7	4	18.2	4		
	Mastery *	N/A	N/A	N/A	N/A	12.5	2	25.0	6	18.2	4		
	Basic	N/A	N/A	N/A	N/A	68.8	11	45.8	11	40.9	9		
	Approaching Basic	N/A	N/A	N/A	N/A	6.3	1	0.0	0	18.2	4		
	Unsatisfactory	N/A	N/A	N/A	N/A	6.3	1	12.5	3	4.5	1		
006011	**South Beauregard High School**												
	Advanced	N/A	N/A	N/A	N/A	3.9	4	3.4	3	8.9	7		
	Mastery *	N/A	N/A	N/A	N/A	11.7	12	15.7	14	20.3	16		
	Basic	N/A	N/A	N/A	N/A	56.3	58	50.6	45	46.8	37		
	Approaching Basic	N/A	N/A	N/A	N/A	16.5	17	18.0	16	8.9	7		
	Unsatisfactory	N/A	N/A	N/A	N/A	11.7	12	12.4	11	15.2	12		
006021	**Beauregard Alternative School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	12.5	1	25.0	1	0.0	0		
	Basic	N/A	N/A	N/A	N/A	37.5	3	25.0	1	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	12.5	1	25.0	1	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	37.5	3	25.0	1	100.0	2		
006023	**Southwest Louisiana Marine Institute**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	33.3	1	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	33.3	1	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	33.3	1	100.0	5		

~ = Unavailable or insufficient data

N/A = Not Applicable: English Language Arts and Mathematics tests of the new GEE 21 test were first administered in spring 2001.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 16b: Graduation Exit Examination (GEE 21) Results - Mathematics

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District													
	Advanced	N/A	N/A	N/A	N/A	5.7	23	8.9	37	11.4	49		
	Mastery *	N/A	N/A	N/A	N/A	16.5	67	21.9	91	17.4	75		
	Basic	N/A	N/A	N/A	N/A	44.8	182	41.3	172	42.0	181		
	Approaching Basic	N/A	N/A	N/A	N/A	16.0	65	13.9	58	13.9	60		
	Unsatisfactory	N/A	N/A	N/A	N/A	17.0	69	13.9	58	15.3	66		
State													
	Advanced	N/A	N/A	N/A	N/A	4.5	2,068	6.9	3,060	7.1	3,284		
	Mastery *	N/A	N/A	N/A	N/A	13.4	6,151	12.6	5,589	15.3	7,038		
	Basic	N/A	N/A	N/A	N/A	32.7	15,001	34.4	15,279	36.3	16,746		
	Approaching Basic	N/A	N/A	N/A	N/A	14.8	6,803	15.5	6,909	16.1	7,431		
	Unsatisfactory	N/A	N/A	N/A	N/A	34.5	15,834	30.6	13,628	25.2	11,603		

~ = Unavailable or insufficient data

N/A = Not Applicable: English Language Arts and Mathematics tests of the new GEE 21 test were first administered in spring 2001.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 16c: Graduation Exit Examination (GEE 21) Results - Science

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006002	**DeRidder High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	2.3	4	1.7	3		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	21.0	37	16.0	28		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	35.2	62	40.6	71		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.0	37	28.6	50		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	20.5	36	13.1	23		
006003	**DeRidder Junior High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.0	1		
006004	**East Beauregard High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	2.0	1		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	21.4	9	19.6	10		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	45.2	19	51.0	26		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	23.8	10	19.6	10		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	9.5	4	7.8	4		
006007	**Hyatt High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	5.9	1	20.0	3		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	47.1	8	26.7	4		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	35.3	6	13.3	2		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	11.8	2	40.0	6		
006008	**Merryville High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	7.4	2	15.4	6		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	63.0	17	48.7	19		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	14.8	4	23.1	9		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	14.8	4	12.8	5		

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the new GEE 21 test were first administered in spring 2002.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 16c: Graduation Exit Examination (GEE 21) Results - Science

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006010	**Singer High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	28.6	6		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	53.3	8	19.0	4		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	13.3	2	42.9	9		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	33.3	5	9.5	2		
006011	**South Beauregard High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.1	1	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	14.4	13	20.3	16		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	55.6	50	51.9	41		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	14.4	13	17.7	14		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	14.4	13	10.1	8		
006021	**Beauregard Alternative School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	33.3	1		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	50.0	2	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	25.0	1	33.3	1		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	25.0	1	33.3	1		
006023	**Southwest Louisiana Marine Institute**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.0	6		

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the new GEE 21 test were first administered in spring 2002.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 16c: Graduation Exit Examination (GEE 21) Results - Science

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District													
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.4	5	1.0	4		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	16.9	62	18.1	69		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	44.7	164	43.2	165		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	19.6	72	24.6	94		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	17.4	64	13.1	50		
State													
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	2.4	1,055	2.0	823		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	13.5	5,833	12.9	5,403		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	32.9	14,188	39.3	16,470		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.7	9,359	23.7	9,926		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	29.5	12,746	22.1	9,234		

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the new GEE 21 test were first administered in spring 2002.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 16d: Graduation Exit Examination (GEE 21) Results - Social Studies

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006002	**DeRidder High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	2.3	4	1.7	3		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	6.3	11	12.6	22		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	39.8	70	49.7	87		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	25.6	45	21.7	38		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	26.1	46	14.3	25		
006003	**DeRidder Junior High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.0	1		
006004	**East Beauregard High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	3.9	2		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	9.5	4	3.9	2		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	66.7	28	70.6	36		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	16.7	7	13.7	7		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	7.1	3	7.8	4		
006007	**Hyatt High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	6.7	1		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	20.0	3		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	17.6	3	20.0	3		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	52.9	9	13.3	2		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	29.4	5	40.0	6		
006008	**Merryville High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	7.4	2	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	25.9	7	51.3	20		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	59.3	16	25.6	10		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	7.4	2	23.1	9		

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the new GEE 21 test were first administered in spring 2002.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 16d: Graduation Exit Examination (GEE 21) Results - Social Studies

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006010	**Singer High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	40.0	6	52.4	11		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	26.7	4	28.6	6		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	33.3	5	19.0	4		
006011	**South Beauregard High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	5.6	5	3.8	3		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	66.7	60	60.8	48		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	15.6	14	21.5	17		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	12.2	11	13.9	11		
006021	**Beauregard Alternative School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	25.0	1	33.3	1		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	75.0	3	66.7	2		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
006023	**Southwest Louisiana Marine Institute**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.0	7		

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the new GEE 21 test were first administered in spring 2002.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Table 16d: Graduation Exit Examination (GEE 21) Results - Social Studies

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District													
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.1	4	1.6	6		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	6.0	22	7.9	30		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	47.4	174	53.7	205		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	25.9	95	20.9	80		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	19.6	72	16.0	61		
State													
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.0	433	1.7	700		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	8.6	3,709	11.6	4,859		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	41.5	17,896	44.5	18,629		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.3	9,182	22.3	9,317		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	27.6	11,919	19.9	8,327		

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the new GEE 21 test were first administered in spring 2002.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery.*

Norm-Referenced Test (NRT) – The Iowa Tests Results

The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. In 1998, the NRT administered to Louisiana students changed from the *California Achievement Test* to the ***Iowa Tests of Basic Skills*** (**ITBS**) and the ***Iowa Tests of Educational Development*** (**ITED**).

The Iowa Tests is a standardized achievement test battery with items presented in a traditional multiple-choice format. A nationally representative group of students took The Iowa Tests under specified directions and certain conditions. Their scores became the norms used to compare individual students and groups of students to students in the nation.

In the spring of 2003, a new form of The Iowa Tests, the Iowa/03, was administered. The majority of the tests that make up the Complete Batteries of the *ITBS* for grades 3, 5, 6, and 7 include Vocabulary, Reading Comprehension, Spelling, Capitalization, Punctuation, Usage and Expression, Math Concepts and Estimation, Math Problem Solving and Data Interpretation, Social Studies, Science, Maps and Diagrams and Reference Materials. A Mathematics Computation test was administered only at grade 3; Mathematics Computation is not used to calculate the Mathematics Total, Core Total, or the Composite score. The *Iowa Tests of Basic Skills* Composite score is the average of the scores for Reading Total, Language Total, Mathematics Total, Social Studies, Science, and Sources of Information Total.

The *ITED* consists of seven tests: Vocabulary, Reading Comprehension, Correctness and Appropriateness of Expression, Ability to Do Language: Revising Written Materials, Mathematics: Concepts and Problem Solving, Social Studies, Science, and Sources of Information. The *Iowa Tests of Educational Development* Composite score is the average of the scores for the seven tests.

In the spring of 2003, approximately 277,500 public school students were given the test. Among them, 218,500 students in grades 3, 5, 6, and 7 took the Complete Batteries of the *ITBS*. Approximately 50,000 public school students in grade 9 were also tested, taking the Complete Battery of the *ITED*. In addition, 4,300 grade 8 (Option 2 students, or grade 8 repeaters on a high school campus) and 2,400 Options (PreGED/Skills) Program students took the *ITED*.

These tests are administered to all students, except for students whose Individual Education Programs (IEPs) indicate that they have met the participation criteria for alternate assessment (LAA), which began in the 2000-2001 school year, or for LAA-B assessment, which began in the 1999-2000 school year.

Data Presentation

Tables 17a–17e present the NRT results for grades 3, 5, 6, 7, and 9, respectively. Test results are shown for all public schools in the district with schools listed in site code order. District, state, and national results are presented for comparison purposes.

The data presented are based on national percentile ranks. A percentile rank is the percent of students in the national norm group who scored at or below a particular score. Data are grouped as follows:

- *Fourth Quartile*–the percent of students who scored between the 75th and 99th percentile ranks, or in other words, the percent of students in the top 25 percent of students in the national norm group. If 32 of 100 students had percentile ranks in this range, Quartile 4 would read 32 percent.

- *Third Quartile*–the percent of students who scored between the 50th and the 74th national percentiles.

- *Second Quartile*–the percent of students who scored between the 25th and 49th national percentiles.

- *First Quartile*–the percent of students who scored between the 1st and 24th national percentiles.

- *Percentile Rank of the Average Standard Score for the National Student Norms*–percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students nationally (in the norm group) scored at or below the average score obtained by the students in the school.

The user of this report should use caution when comparing spring 2003 The Iowa Tests results with the results of prior years (spring 1999 to spring 2002) for the following reasons: 1) the spring 2003 scores are based on the new form of The Iowa Tests, form Iowa/03, which uses interpolated spring 2000 norms, while prior years' scores are based on the old form of the test, which used interpolated spring 1995 norms, 2) the new and old forms of The Iowa Tests have different test questions, and 3) minor differences, such as changes in time limits and number of questions, have been made to the new form.

Definition

- *Norm-referenced tests (NRTs)*–These tests produce scores that tell how individuals, schools, districts, and the state perform in comparison with the national norm group.

Data Source

The Iowa Tests results are based on student-level data provided to the Louisiana Department of Education, Division of Planning, Analysis and Information Resources by Riverside Publishing, the testing contractor for The Iowa Tests.

Table 17a: The Iowa Tests Results[1]- Grade 3

Percent of Students by National Quartiles[2] and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006001	**Carver Elementary School**						
	Fourth Quartile	24.4	27.8	26.4	34.7	35.2	
	Third Quartile	28.7	27.8	31.5	30.0	33.8	
	Second Quartile	27.8	30.2	29.9	28.9	22.4	
	First Quartile	19.1	14.1	12.2	6.3	8.6	
	Percentile Rank	55	57	57	64	66	
006004	**East Beauregard High School**						
	Fourth Quartile	14.9	21.6	31.5	~	~	
	Third Quartile	37.3	32.4	44.4	~	~	
	Second Quartile	22.4	27.0	20.4	~	~	
	First Quartile	25.4	18.9	3.7	~	~	
	Percentile Rank	49	54	65	~	~	
006007	**Hyatt High School**						
	Fourth Quartile	15.4	8.3	~	0.0	9.1	
	Third Quartile	23.1	33.3	~	40.0	54.5	
	Second Quartile	46.2	25.0	~	20.0	27.3	
	First Quartile	15.4	33.3	~	40.0	9.1	
	Percentile Rank	51	39	~	36	50	
006008	**Merryville High School**						
	Fourth Quartile	14.0	44.1	12.5	27.0	51.5	
	Third Quartile	48.0	32.4	30.0	21.6	30.3	
	Second Quartile	28.0	14.7	40.0	40.5	18.2	
	First Quartile	10.0	8.8	17.5	10.8	0.0	
	Percentile Rank	54	67	47	54	73	
006010	**Singer High School**						
	Fourth Quartile	26.1	16.7	16.7	21.6	28.6	
	Third Quartile	30.4	30.0	26.7	40.5	32.1	
	Second Quartile	30.4	43.3	46.7	29.7	35.7	
	First Quartile	13.0	10.0	10.0	8.1	3.6	
	Percentile Rank	55	57	49	57	61	

~ = Unavailable or insufficient data

[1] Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

[2] The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 17a: The Iowa Tests Results[1]- Grade 3

Percent of Students by National Quartiles[2] and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006013	**South Beauregard Elementary School**						
	Fourth Quartile	28.0	32.9	46.2	32.7	36.1	
	Third Quartile	36.6	31.8	22.6	26.0	40.2	
	Second Quartile	20.7	29.4	24.7	32.7	15.5	
	First Quartile	14.6	5.9	6.5	8.7	8.2	
	Percentile Rank	59	63	68	60	67	
006022	**East Beauregard Elementary School**						
	Fourth Quartile	~	~	~	28.3	34.7	
	Third Quartile	~	~	~	40.0	34.7	
	Second Quartile	~	~	~	28.3	26.7	
	First Quartile	~	~	~	3.3	4.0	
	Percentile Rank	~	~	~	64	66	
District							
	Fourth Quartile	22.3	27.7	29.4	30.8	35.5	
	Third Quartile	33.6	30.0	31.0	30.8	35.5	
	Second Quartile	26.4	29.1	29.6	30.6	22.2	
	First Quartile	17.8	13.2	10.0	7.8	6.8	
	Percentile Rank	55	58	59	61	66	
State							
	Fourth Quartile	16.5	19.1	20.7	20.8	22.8	
	Third Quartile	25.8	25.4	26.1	26.5	31.7	
	Second Quartile	29.1	31.0	30.9	31.7	28.2	
	First Quartile	28.6	24.4	22.2	21.1	17.3	
	Percentile Rank	45	47	50	50	55	
Nation							
	Fourth Quartile	25.0	25.0	25.0	25.0	25.0	
	Third Quartile	25.0	25.0	25.0	25.0	25.0	
	Second Quartile	25.0	25.0	25.0	25.0	25.0	
	First Quartile	25.0	25.0	25.0	25.0	25.0	
	Percentile Rank	50.0	50.0	50.0	50.0	50.0	

~ = Unavailable or insufficient data

[1] Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

[2] The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 17b: The Iowa Tests Results[1]- Grade 5

Percent of Students by National Quartiles[2] and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006004	**East Beauregard High School**						
	Fourth Quartile	13.3	28.2	27.7	~	~	
	Third Quartile	36.0	38.0	27.7	~	~	
	Second Quartile	40.0	26.8	27.7	~	~	
	First Quartile	10.7	7.0	16.9	~	~	
	Percentile Rank	50	62	55	~	~	
006007	**Hyatt High School**						
	Fourth Quartile	14.3	0.0	21.4	13.3	38.5	
	Third Quartile	0.0	15.4	14.3	46.7	15.4	
	Second Quartile	28.6	46.2	42.9	20.0	46.2	
	First Quartile	57.1	38.5	21.4	20.0	0.0	
	Percentile Rank	31	29	48	52	65	
006008	**Merryville High School**						
	Fourth Quartile	28.2	28.6	14.3	36.7	16.3	
	Third Quartile	35.9	34.7	34.7	33.3	39.5	
	Second Quartile	25.6	26.5	30.6	30.0	39.5	
	First Quartile	10.3	10.2	20.4	0.0	4.7	
	Percentile Rank	59	60	49	65	58	
006009	**Pine Wood Elementary School**						
	Fourth Quartile	26.8	26.5	25.7	24.6	30.0	
	Third Quartile	28.0	34.6	31.1	32.0	31.0	
	Second Quartile	25.6	27.8	31.7	34.0	31.0	
	First Quartile	19.6	11.1	11.5	9.4	8.1	
	Percentile Rank	55	57	57	58	62	
006010	**Singer High School**						
	Fourth Quartile	11.5	10.3	34.6	11.5	25.0	
	Third Quartile	53.8	34.5	30.8	38.5	41.7	
	Second Quartile	15.4	34.5	26.9	42.3	16.7	
	First Quartile	19.2	20.7	7.7	7.7	16.7	
	Percentile Rank	53	45	61	54	59	

~ = Unavailable or insufficient data

[1] Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

[2] The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 17b: The Iowa Tests Results[1]- Grade 5

Percent of Students by National Quartiles[2] and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006013	**South Beauregard Elementary School**						
	Fourth Quartile	23.8	23.7	33.3	22.7	39.8	
	Third Quartile	33.8	35.5	40.2	37.1	38.0	
	Second Quartile	30.0	33.3	20.7	38.1	16.7	
	First Quartile	12.5	7.5	5.7	2.1	5.6	
	Percentile Rank	58	58	65	57	69	
006022	**East Beauregard Elementary School**						
	Fourth Quartile	~	~	~	32.8	35.8	
	Third Quartile	~	~	~	29.5	35.8	
	Second Quartile	~	~	~	26.2	22.4	
	First Quartile	~	~	~	11.5	6.0	
	Percentile Rank	~	~	~	59	64	
District							
	Fourth Quartile	22.5	24.5	26.7	25.0	31.8	
	Third Quartile	32.7	34.8	32.3	33.8	34.1	
	Second Quartile	28.6	29.7	28.8	33.6	26.8	
	First Quartile	16.2	11.0	12.3	7.6	7.3	
	Percentile Rank	54	57	58	58	63	
State							
	Fourth Quartile	16.2	17.6	20.7	19.4	23.1	
	Third Quartile	23.4	25.5	29.4	28.3	30.9	
	Second Quartile	30.8	31.7	33.6	34.2	32.2	
	First Quartile	29.6	25.2	16.3	18.1	13.7	
	Percentile Rank	44	46	52	51	56	
Nation							
	Fourth Quartile	25.0	25.0	25.0	25.0	25.0	
	Third Quartile	25.0	25.0	25.0	25.0	25.0	
	Second Quartile	25.0	25.0	25.0	25.0	25.0	
	First Quartile	25.0	25.0	25.0	25.0	25.0	
	Percentile Rank	50.0	50.0	50.0	50.0	50.0	

~ = Unavailable or insufficient data

[1] Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

[2] The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 17c: The Iowa Tests Results[1] - Grade 6

Percent of Students by National Quartiles[2] and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006003	**DeRidder Junior High School**						
	Fourth Quartile	21.2	28.7	27.1	29.3	18.9	
	Third Quartile	31.0	28.7	29.4	28.8	25.3	
	Second Quartile	32.6	28.2	31.2	31.9	32.5	
	First Quartile	15.2	14.4	12.4	9.9	23.4	
	Percentile Rank	54	58	56	59	49	
006004	**East Beauregard High School**						
	Fourth Quartile	13.1	11.0	33.8	24.0	17.4	
	Third Quartile	29.5	23.3	33.8	32.0	23.2	
	Second Quartile	41.0	39.7	29.2	30.0	31.9	
	First Quartile	16.4	26.0	3.1	14.0	27.5	
	Percentile Rank	47	43	66	56	45	
006007	**Hyatt High School**						
	Fourth Quartile	9.1	9.1	0.0	20.0	10.0	
	Third Quartile	27.3	27.3	10.0	20.0	50.0	
	Second Quartile	27.3	27.3	70.0	46.7	40.0	
	First Quartile	36.4	36.4	20.0	13.3	0.0	
	Percentile Rank	38	41	33	53	57	
006008	**Merryville High School**						
	Fourth Quartile	14.6	20.5	27.5	23.1	30.8	
	Third Quartile	39.0	35.9	25.5	34.6	34.6	
	Second Quartile	24.4	35.9	35.3	30.8	19.2	
	First Quartile	22.0	7.7	11.8	11.5	15.4	
	Percentile Rank	52	56	57	55	60	
006010	**Singer High School**						
	Fourth Quartile	16.7	15.6	22.2	19.2	11.5	
	Third Quartile	22.2	40.6	33.3	34.6	38.5	
	Second Quartile	44.4	28.1	18.5	34.6	38.5	
	First Quartile	16.7	15.6	25.9	11.5	11.5	
	Percentile Rank	46	53	52	56	52	

~ = Unavailable or insufficient data

[1] Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

[2] The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 17c: The Iowa Tests Results[1] - Grade 6

Percent of Students by National Quartiles[2] and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006011	**South Beauregard High School**						
	Fourth Quartile	21.3	35.2	20.4	31.5	22.4	
	Third Quartile	20.0	22.7	32.3	30.3	34.6	
	Second Quartile	41.3	33.0	33.3	28.1	30.8	
	First Quartile	17.5	9.1	14.0	10.1	12.1	
	Percentile Rank	51	60	54	61	54	
006021	**Beauregard Alternative School**						
	Fourth Quartile	0.0	0.0	~	~	0.0	
	Third Quartile	28.6	0.0	~	~	23.1	
	Second Quartile	57.1	66.7	~	~	23.1	
	First Quartile	14.3	33.3	~	~	53.8	
	Percentile Rank	36	29	~	~	28	
District							
	Fourth Quartile	18.4	24.5	25.6	27.2	19.0	
	Third Quartile	28.9	27.9	29.9	30.0	28.4	
	Second Quartile	35.6	32.1	32.1	31.6	31.7	
	First Quartile	17.2	15.5	12.4	11.2	20.9	
	Percentile Rank	51	55	56	58	50	
State							
	Fourth Quartile	15.9	18.3	18.7	20.0	14.9	
	Third Quartile	24.6	24.8	25.8	27.7	23.9	
	Second Quartile	31.4	32.3	32.9	33.6	32.6	
	First Quartile	28.1	24.7	22.6	18.7	28.6	
	Percentile Rank	45	47	48	51	44	
Nation							
	Fourth Quartile	25.0	25.0	25.0	25.0	25.0	
	Third Quartile	25.0	25.0	25.0	25.0	25.0	
	Second Quartile	25.0	25.0	25.0	25.0	25.0	
	First Quartile	25.0	25.0	25.0	25.0	25.0	
	Percentile Rank	50.0	50.0	50.0	50.0	50.0	

~ = Unavailable or insufficient data

[1] Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

[2] The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 17d: The Iowa Tests Results[1]- Grade 7

Percent of Students by National Quartiles[2] and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006003	**DeRidder Junior High School**						
	Fourth Quartile	23.4	22.5	29.5	28.7	26.5	
	Third Quartile	23.4	39.9	29.0	28.7	26.5	
	Second Quartile	34.0	23.1	29.5	26.9	33.0	
	First Quartile	19.3	14.5	11.9	15.6	14.0	
	Percentile Rank	53	58	58	57	56	
006004	**East Beauregard High School**						
	Fourth Quartile	31.6	21.2	11.1	25.4	22.6	
	Third Quartile	42.1	34.8	34.7	39.4	19.4	
	Second Quartile	17.5	31.8	41.7	28.2	40.3	
	First Quartile	8.8	12.1	12.5	7.0	17.7	
	Percentile Rank	64	55	47	60	50	
006007	**Hyatt High School**						
	Fourth Quartile	18.8	36.4	18.2	0.0	21.1	
	Third Quartile	25.0	9.1	45.5	13.3	10.5	
	Second Quartile	25.0	18.2	27.3	66.7	47.4	
	First Quartile	31.3	36.4	9.1	20.0	21.1	
	Percentile Rank	50	55	57	35	49	
006008	**Merryville High School**						
	Fourth Quartile	19.0	21.7	21.4	22.7	25.0	
	Third Quartile	28.6	37.0	23.8	34.1	30.8	
	Second Quartile	42.9	21.7	38.1	31.8	30.8	
	First Quartile	9.5	19.6	16.7	11.4	13.5	
	Percentile Rank	54	52	51	57	56	
006010	**Singer High School**						
	Fourth Quartile	11.5	16.7	23.1	15.8	18.8	
	Third Quartile	42.3	22.2	50.0	57.9	31.3	
	Second Quartile	38.5	55.6	23.1	15.8	37.5	
	First Quartile	7.7	5.6	3.8	10.5	12.5	
	Percentile Rank	52	51	61	57	52	

~ = Unavailable or insufficient data

[1] Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

[2] The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 17d: The Iowa Tests Results[1]- Grade 7

Percent of Students by National Quartiles[2] and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006011	**South Beauregard High School**						
	Fourth Quartile	20.5	27.0	34.8	20.4	33.3	
	Third Quartile	38.6	37.8	24.7	33.3	30.1	
	Second Quartile	31.3	23.0	25.8	34.4	29.0	
	First Quartile	9.6	12.2	14.6	11.8	7.5	
	Percentile Rank	55	60	60	55	61	
006021	**Beauregard Alternative School**						
	Fourth Quartile	0.0	0.0	~	~	~	
	Third Quartile	33.3	28.6	~	~	~	
	Second Quartile	16.7	28.6	~	~	~	
	First Quartile	50.0	42.9	~	~	~	
	Percentile Rank	34	35	~	~	~	
District							
	Fourth Quartile	21.9	22.8	25.8	23.5	25.7	
	Third Quartile	30.7	36.5	30.1	32.6	25.9	
	Second Quartile	31.6	25.8	31.3	30.7	34.5	
	First Quartile	15.7	14.9	12.7	13.2	14.0	
	Percentile Rank	54	56	56	56	55	
State							
	Fourth Quartile	15.2	17.0	18.0	17.9	18.7	
	Third Quartile	24.1	26.1	25.6	26.6	24.3	
	Second Quartile	31.4	30.0	30.3	30.1	33.1	
	First Quartile	29.4	26.8	26.1	25.5	23.9	
	Percentile Rank	44	46	47	47	48	
Nation							
	Fourth Quartile	25.0	25.0	25.0	25.0	25.0	
	Third Quartile	25.0	25.0	25.0	25.0	25.0	
	Second Quartile	25.0	25.0	25.0	25.0	25.0	
	First Quartile	25.0	25.0	25.0	25.0	25.0	
	Percentile Rank	50.0	50.0	50.0	50.0	50.0	

~ = Unavailable or insufficient data

[1] Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

[2] The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 17e: The Iowa Tests Results[1]- Grade 9

Percent of Students by National Quartiles[2] and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006002	**DeRidder High School**						
	Fourth Quartile	20.3	31.2	31.7	26.3	31.4	
	Third Quartile	30.8	28.7	28.3	38.9	25.8	
	Second Quartile	29.7	22.9	31.1	22.6	25.3	
	First Quartile	19.2	17.2	8.9	12.1	17.5	
	Percentile Rank	51	58	60	60	57	
006004	**East Beauregard High School**						
	Fourth Quartile	22.2	23.1	31.6	19.3	10.7	
	Third Quartile	28.6	46.2	36.8	43.9	37.3	
	Second Quartile	23.8	21.2	21.1	22.8	37.3	
	First Quartile	25.4	9.6	10.5	14.0	14.7	
	Percentile Rank	48	58	62	54	51	
006007	**Hyatt High School**						
	Fourth Quartile	16.7	14.3	35.7	27.3	30.8	
	Third Quartile	44.4	14.3	28.6	27.3	23.1	
	Second Quartile	27.8	64.3	35.7	9.1	38.5	
	First Quartile	11.1	7.1	0.0	36.4	7.7	
	Percentile Rank	55	46	65	49	51	
006008	**Merryville High School**						
	Fourth Quartile	25.0	11.4	11.8	22.2	25.0	
	Third Quartile	31.8	34.3	35.3	28.9	30.0	
	Second Quartile	29.5	40.0	32.4	31.1	37.5	
	First Quartile	13.6	14.3	20.6	17.8	7.5	
	Percentile Rank	53	48	48	52	57	
006010	**Singer High School**						
	Fourth Quartile	23.1	7.1	25.0	26.3	11.5	
	Third Quartile	34.6	50.0	37.5	31.6	53.8	
	Second Quartile	23.1	35.7	29.2	31.6	34.6	
	First Quartile	19.2	7.1	8.3	10.5	0.0	
	Percentile Rank	53	56	58	57	57	

~ = Unavailable or insufficient data

[1] Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

[2] The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 17e: The Iowa Tests Results[1] - Grade 9

Percent of Students by National Quartiles[2] and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006011	**South Beauregard High School**						
	Fourth Quartile	17.0	29.2	29.5	24.6	37.7	
	Third Quartile	29.8	44.8	45.5	33.3	24.7	
	Second Quartile	41.5	25.0	19.3	33.3	28.6	
	First Quartile	11.7	1.0	5.7	8.7	9.1	
	Percentile Rank	51	62	63	59	63	
006021	**Beauregard Alternative School**						
	Fourth Quartile	0.0	0.0	~	~	~	
	Third Quartile	0.0	0.0	~	~	~	
	Second Quartile	25.0	75.0	~	~	~	
	First Quartile	75.0	25.0	~	~	~	
	Percentile Rank	14	32	~	~	~	
District							
	Fourth Quartile	20.2	25.8	28.9	24.1	26.5	
	Third Quartile	30.9	35.8	34.4	35.7	29.0	
	Second Quartile	30.9	27.4	27.2	25.8	30.0	
	First Quartile	18.1	11.0	9.5	14.4	14.5	
	Percentile Rank	51	57	60	57	56	
State							
	Fourth Quartile	16.5	17.3	20.1	18.7	18.4	
	Third Quartile	24.8	26.2	29.1	27.7	25.4	
	Second Quartile	29.5	29.4	30.5	31.0	31.1	
	First Quartile	29.2	27.1	20.2	22.6	25.1	
	Percentile Rank	44	46	50	48	47	
Nation							
	Fourth Quartile	25.0	25.0	25.0	25.0	25.0	
	Third Quartile	25.0	25.0	25.0	25.0	25.0	
	Second Quartile	25.0	25.0	25.0	25.0	25.0	
	First Quartile	25.0	25.0	25.0	25.0	25.0	
	Percentile Rank	50.0	50.0	50.0	50.0	50.0	

~ = Unavailable or insufficient data

[1] Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

[2] The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Section 5. College Readiness

American College Test (ACT) Results 5-1
First-Time College Freshmen Performance 5-3

American College Test (ACT) Results

The **American College Test** (**ACT**) measures academic achievement in English, mathematics, reading, and science reasoning. The English component measures usage and mechanics of standard written English and rhetorical skills. The mathematics component contains primarily algebra and geometry items with some trigonometry items. Students are required to apply reasoning skills to practical problems in mathematics. The reading component is made up of four passages, which are similar to the type of writing encountered in college freshmen courses. Students have to display an understanding of both explicit and implicit information contained in the passages as well as be able to draw appropriate conclusions. The science reasoning component measures higher-order thinking skills as applied to the natural sciences (ACT 2000).

Data Presentation

Table 18 presents the average ACT composite scores for each public school in the district having both a twelfth grade and student ACT scores. Schools are shown in school site code order. Comparison data are presented for the district, state, and nation.

Method of Calculation

The ACT composite score for a student is an average score based on the scores for the four ACT assessment tests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

The school, district, state, and national ACT scores are the averages of the students' most recently obtained composite scores. Students who were or who would have been members of the graduating class for any given year are included in these averages. In other words, the aggregated composite scores include test scores for (1) twelfth graders who took the test in the current year and (2) twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score has been included in the averages.

The district composite score is based on public school students only. However, the reported statewide ACT score includes both public and nonpublic student scores. This reporting method was deliberately selected to keep state statistics consistent with nationally reported figures, which are based on the combined performance of public and nonpublic students.

Data Source

The ACT indicator is based on data supplied to the Louisiana Department of Education by the testing contractor, American College Testing.

References

American College Testing (2000). ACT Assessment at a Glance. (IC 04020G000). Iowa City, IA: Author.

Table 18: American College Test (ACT) Results

*Average Composite Scores**

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
006002 DeRidder High School	19.9	19.7	20.2	19.5	20.3	
006004 East Beauregard High School	20.6	21.5	20.4	21.3	19.8	
006008 Merryville High School	19.8	19.9	18.8	20.0	19.1	
006010 Singer High School	~	~	18.8	19.8	18.4	
006011 South Beauregard High School	18.3	18.7	19.1	19.2	20.1	
District (Public)	19.7	19.6	19.7	19.7	20.0	
State (Public and Nonpublic)	19.6	19.6	19.6	19.6	19.6	
Nation (Public and Nonpublic)	21.0	21.0	21.0	20.8	20.8	

~ = Unavailable or insufficient data

* The scores of schools with fewer than 10 students tested are not listed but are included in the district average.

First-Time College Freshmen Performance

Information about the number of Louisiana public school students who enrolled as first-time freshmen (FTF) in this state's colleges and universities has been collected since 1987. The 1993 Louisiana Legislature believed that the FTF data made an important statement about the quality of secondary schooling. The 1993 Legislature mandated that the FTF information be incorporated into the *Progress Profile School Report Cards* so that information might be more widely accessible to parents.

Since FTF data are provided for only public schools that have grade 12 diploma graduates and such schools may not have received Accountability Reports prior to 2001, other First Time Freshmen reports have been prepared for the high schools. In addition, FTF information is included in DCRs when it is available.

The Organization for Economic Co-Operation and Development (OECD, 2000) has indicated a high school education often serves as the minimum credential for entry into the labor market, as well as the foundation for all types of post-secondary programs, including college/university studies. Therefore, the number of high school diploma graduates provides some insight about the size of a school's graduating class.

Since the quality of each high school preparation program can be one factor that impacts whether or not a diploma graduate will be accepted into a college, it is of interest to study the college-going rates of each high school and of each district. The college-going rates estimate the proportion of a high school graduating class that made an immediate transition to an in-state college or university.

Furthermore, if the quality of a high school's program is poor, then the school's diploma graduates who do enroll in college may need to complete several developmental courses prior to enrolling in college credit courses. Thus, when it is found that a large percent of a high school's diploma graduates enrolled in developmental courses, the high school should take action to improve the preparation and college-readiness of its students.

Data Presentation

Table 19 presents the number and/or percent of students who (1) were diploma graduates from the district's public schools that had grade 12 and (2) enrolled as full-time, first-time freshmen during the following fall semester at any of Louisiana's two- or four-year public and private colleges/universities. Thus, these FTF are recent graduates who made an immediate transition to a college or university. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one developmental course during their first regular semester of college study. Comparison data are also presented at the district and state levels.

Note: For any given school year, the first-time college freshmen data represent information on the high school diploma graduates from the previous school year. Further, the district results may reflect data from additional schools, which were open during the previous school year. Finally, the state results are based on all public schools that had diploma graduates in the previous school year.

Definitions

- *Graduate*—a student who successfully completes a SBESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a State-approved diploma. Students who earn GEDs are not included.
- *First-Time college freshman*—a student who graduates from high school during a given school year and who is enrolled full time in a Louisiana higher education institution (both public and private) the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

- *Developmental course*—a course designed by a university to prepare students to succeed academically in college-level courses. Developmental courses may be offered for institutional credit (i.e., they are taken into consideration in determining whether students are enrolled part time or full time), but do not carry degree credit.

Method of Calculation

The two formulas used in calculating the first-time college freshmen indicator are presented below. The percent of high school graduates who become first-time college freshmen is calculated for public high school diploma graduates who attend in-state colleges or universities.

Data Source

The first-time college freshmen indicator is based on data submitted to the Louisiana Department of Education by Louisiana public and private colleges or universities. The number of high school graduates is drawn from the Student Information System (SIS).

References

Organization for Economic Co-Operation and Development (OECD). (2000). Education at a Glance. (OECD 2000: Danvers, MA.)

Formulas Used to Calculate First-Time College Freshmen Percentages

$$\text{Percent of High School Graduates Who Were First-Time College Freshmen} = \frac{\text{Number of First-Time College Freshmen}}{\text{Total Number of High School Graduates}} \times 100$$

$$\text{Percent of First-Time College Freshmen Who Enrolled in a Developmental Course} = \frac{\text{Number of First-Time College Freshmen Who Enrolled in a Developmental Course}}{\text{Total Number of First-Time College Freshmen}} \times 100$$

Table 19

First-Time College Freshmen Performance

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
006002 DeRidder High School												
Number of High School Graduates [1]		169		194		155		181		161		
HS Graduates Who Were First-Time College Freshmen	42.0	71	43.8	85	42.6	66	43.6	79	47.2	76		
First-Time Freshmen Enrolled in College Developmental Courses	53.5	38	35.3	30	24.2	16	30.4	24	29.0	22		
006004 East Beauregard High School												
Number of High School Graduates [1]		67		55		52		50		53		
HS Graduates Who Were First-Time College Freshmen	29.9	20	41.8	23	34.6	18	36.0	18	43.4	23		
First-Time Freshmen Enrolled in College Developmental Courses	45.0	9	26.1	6	16.7	3	11.1	2	21.7	5		
006007 Hyatt High School												
Number of High School Graduates [1]		14		7		15		9		16		
HS Graduates Who Were First-Time College Freshmen	28.6	4	14.3	1	13.3	2	11.1	1	18.8	3		
First-Time Freshmen Enrolled in College Developmental Courses	50.0	2	0.0	0	50.0	1	0.0	0	0.0	0		
006008 Merryville High School												
Number of High School Graduates [1]		43		39		31		40		43		
HS Graduates Who Were First-Time College Freshmen	34.9	15	28.2	11	29.0	9	20.0	8	30.2	13		
First-Time Freshmen Enrolled in College Developmental Courses	13.3	2	18.2	2	22.2	2	50.0	4	15.4	2		
006010 Singer High School												
Number of High School Graduates [1]		19		22		10		21		22		
HS Graduates Who Were First-Time College Freshmen	15.8	3	18.2	4	10.0	1	28.6	6	36.4	8		
First-Time Freshmen Enrolled in College Developmental Courses	33.3	1	50.0	2	100.0	1	16.7	1	12.5	1		
006011 South Beauregard High School												
Number of High School Graduates [1]		71		69		95		80		76		
HS Graduates Who Were First-Time College Freshmen	40.9	29	24.6	17	28.4	27	30.0	24	34.2	26		
First-Time Freshmen Enrolled in College Developmental Courses	24.1	7	29.4	5	48.2	13	37.5	9	23.1	6		
006021 Beauregard Alternative School												
Number of High School Graduates [1]		~		0		0		1		0		
HS Graduates Who Were First-Time College Freshmen	~	~	0.0	0	0.0	0	0.0	0	~	0		
First-Time Freshmen Enrolled in College Developmental Courses	~	~	0.0	0	0.0	0	0.0	0	0.0	0		
006023 Southwest Louisiana Marine Institute												
Number of High School Graduates [1]		~		~		~		~		0		
HS Graduates Who Were First-Time College Freshmen	~	~	~	~	~	~	~	~	~	0		
First-Time Freshmen Enrolled in College Developmental Courses	~	~	~	~	~	~	~	~	0.0	0		

~ = Unavailable or insufficient data

[1] Represents diploma graduates from the previous school year.

Table 19

First-Time College Freshmen Performance

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District (Public)												
Number of High School Graduates [1]		383		386		358		382		371		
HS Graduates Who Were First-Time College Freshmen	37.1	142	36.5	141	34.4	123	35.6	136	40.2	149		
First-Time Freshmen Enrolled in College Developmental Courses	41.6	59	31.9	45	29.3	36	29.4	40	24.2	36		
State (Public)												
Number of High School Graduates [1]		38,360		38,038		38,959		38,314		37,905		
HS Graduates Who Were First-Time College Freshmen	42.7	16,382	42.2	16,055	40.7	15,867	39.9	15,299	42.01	15,925		
First-Time Freshmen Enrolled in College Developmental Courses	45.6	7,472	41.7	6,691	40.6	6,437	38.6	5,900	39.52	6,293		

~ = Unavailable or insufficient data

[1] Represents diploma graduates from the previous school year.

Glossary

achievement level—one of the following five LEAP 21/GEE 21 achievement ratings:

- *Advanced*–A student at this level has demonstrated superior performance beyond the mastery level.
- *Mastery (formerly named Proficient)*–A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.
- *Basic*–A student at this level demonstrated only the fundamental knowledge and skills needed for the next level of schooling.
- *Approaching Basic*–A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.
- *Unsatisfactory*–A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

Adequate Yearly Progress (AYP)—the minimum level of achievement or improvement that a school must achieve within a set time frame. The No Child Left Behind Act of 2001 requires that every state form its own definition of AYP. Louisiana evaluates whether schools make AYP for two components:

- *SPS Component*–To make AYP a school must have a Growth SPS of 45 or above; and
- *Subgroup Component*–To make AYP a school must meet requirements in test participation, academic performance, and the additional academic indicator (attendance rate or non-dropout rate) for all required subgroups.

aggregate days attendance—the total number of days that students are *present* at the school site over the course of the school year.

aggregate days membership—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.

alternate assessment—The LEAP Alternate Assessment (LAA) is a performance-based, "on-demand" student assessment for students whose IEPs reflect significant modifications of the general education curriculum with an emphasis on functional and life skills. These students are working toward a Certificate of Achievement.

average classroom teacher's salary—The average of actual salaries, including Professional Improvement Program (PIP) payments, reported for all full-time and part-time classroom teachers (excluding rehired retirees and ROTC instructors), who were employed during any period of the school year by the public school districts.

Baseline School Performance Score (SPS)—the SPS used to determine the school's Growth Target and Performance Label. It will be compared against the future Growth SPS to determine if adequate growth is achieved.

class—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for purposes of the *Annual School Report* (ASR) and as identified by a specific ASR course code.

combination school category—any school whose grade structure falls within the PK-12 range and which is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, combined with 9-12; and 4-6, combined with 9-12.

criterion-referenced test (CRT)—a test that produces a score that tells how individuals/schools perform in achieving established criteria.

cumulative enrollment—the unduplicated count of students enrolled in a school or district for at least one school day during the course of the school year.

current expenditures—total expenditures minus equipment, facilities acquisitions and construction services costs, and debt services costs.

day of attendance—effective with the 1992-93 school year, when a student "(1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation

programs that contain a State-approved education component, or participating in school-authorized field trips." (Bulletin 741)

"Students who meet the above criteria and are present at the school site for 26-50% of the student's instructional day shall be credited with a half day's attendance. Those who meet the above criteria and are present for more than 50% of the student's instructional day are credited with a whole day's attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department." (*Bulletin 741*) The definition of the "amount" of time receiving instruction that is required to be in attendance has been in effect statewide since the 1993-94 school year.

debt services—servicing the debt of the LEA, including payments of both principal and interest. Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

developmental course—a course designed by a university to prepare students to succeed academically in college-level courses. Developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are part-time or full-time) but do not carry degree credit.

District Performance Score (DPS)—a roll-up of the student-level School Performance Score (SPS) data in the district for one year.

dropout—"an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusionary conditions: transfer to another public school district outside of Louisiana, private school, or state- or district-approved education program; temporary absence due to suspension or illness; or death." (NCES, 1993).

For purposes of applying the dropout definition, the definitions below also apply.

1. A school year is defined as the 12-month period of time beginning October 1, with dropouts from the previous summer reported for the year and grade for which they fail to enroll.
2. An individual has graduated from high school or completed a state- or district-approved education program upon receipt of formal recognition from school authorities.
3. A state or district approved program may include special education programs, home-based instruction, and school-sponsored secondary (but ***NOT*** adult) programs leading to a GED or some other certification differing from the regular diploma (NCES, 1993).

dropout denominator—cumulative enrollment plus any dropouts not included in cumulative enrollment (e.g., reported and non-reported summer dropouts).

eight-and-a-halfers—Term often used in reference to Option 2 students (see definition).

*Elementary and Secondary Membership—T*he number of pre-kindergarten (PK), grades K-12 , and non-graded (NG) students in membership as of October 2, 2001. This number includes regular education and pre-kindergarten students and does not include special education preschool students and infants.

elementary school category—any school whose grade structure falls within the PK-8 range, which excludes grades in the 9-12 range, and which does not fit the definition for middle/junior high.

faculty—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant principals, guidance counselors, librarians, and other instructional/administrative staff.

first-time college freshman—a student who graduates from high school during a given school year and who is enrolled full time in a Louisiana higher education institution (both public and private) the following fall semester. A student must begin the fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

grade structure—the various educational grade levels that a school contains and for which instruction is provided (i.e., K-8, or Kindergarten through grade 8).

graduate—a student who successfully completes a SBESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a State-approved diploma. Students who earn GEDs are not included.

Growth Label—the descriptive label that describes the level of growth achieved by a school and is based on the school's success in attaining its Growth Target. Growth Labels are as follows:

- *Exemplary Academic Growth* (a school exceeding its Growth Target by 5 points or more);
- *Recognized Academic Growth* (a school meeting its Growth Target or exceeding it by less than 5 points);
- *Minimal Academic Growth* (a school improving some, but not meeting its Growth Target);
- *No Growth* (a school the declines from zero to minus (-) 5.0 points);
- *School In Decline* (a school that declines more than minus (-) 5.0 points); and
- *No Label Assigned* (a school with either a Growth or new Baseline SPS of 100.0 or more that did not achieve its Growth Target).

Growth School Performance Score (SPS)—is calculated at the end of a cycle and compared to the Baseline SPS to determine if a school has achieved its Growth Target for that cycle.

Growth Target— the amount of progress a school must make to remain on target for reaching the state's goal. It is calculated by subtracting the Baseline SPS from the state goal and dividing by the number of years (or cycles prior to 2002-2003) remaining to attain the state goal.

high school category—any school whose grade structure falls within the 6-12 range and which includes grades in the 10-12 range, or any school that contains only grade 9.

highly qualified teachers—certified teachers who meet the following criteria:

- Hold an A, B, C, L1, L2, or L3 certificate as well as those who hold out-of-state and Practitioner's Licenses (PL);
- Teach a core course (English Language Arts, Mathematics, Science, and Social Studies, Foreign Language, or the Arts) in grades 1-12; and
- Their area of certification matches each core academic course they teach in addition to having demonstrated competency in teaching each course.

Individualized Education Programs (IEPs)— Written statements developed, reviewed, and revised in a meeting in accordance with §440–-445 for each student with a disability.

in-school expulsion—a student temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA; no interruption of instructional services occurs.

in-school suspension—a student temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day; no interruption of instructional services occurs.

Limited English Proficient (LEP)— A Limited English Proficient student is an individual A)who –(1) was not born in the US or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or (2) is a Native American or Alaska Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had significant impact on such individual's level of English language proficiency; or (3) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and B) who– has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society. (P.L. 103–382, Title VII, Part E, Section 7501 [8])

middle/junior high school category—any school whose grade structure falls within the 4-9 range, which includes grades 7 or 8, and which excludes grades in the PK-3 and 10-12 ranges.

norm-referenced test (NRT)—a test that produces a score that tells how individuals, schools, districts, and the state perform in comparison with the national norm group.

number of faculty—the total number of school-based instructional personnel employed at a school.

October 1 membership—total number of students enrolled in a school on October 1 of the current school year.

Option 2 students— 8th grade students who passed at the Approaching Basic or above achievement level on either the English Language Arts or Mathematics component of LEAP 21 and participated in both the summer remediation program offered by the LEA and the summer testing. Students in Option 2 participate in a transitional program on the high school campus. They retake the 8th-grade component of LEAP 21 previously failed and all parts of The Iowa Tests at the 9th-grade level.

out-of-school expulsion—the removal (exit) of a student from school for a determined number of days with no provision of instructional services.

out-of-school suspension—a student temporarily prohibited from participation in his/her usual placement within school, with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

paired/shared status— whether the school was paired with another school or shared data with another school in the calculation of its School Performance Score.

Performance Label— the descriptive label that describes a school's level of performance based on its SPS. The Performance Labels are as follows:

- *Five Stars* (SPS 140.0 or higher);
- *Four Stars* (SPS 120.0 – 139.9);
- *Three Stars* (SPS 100.0 – 119.9);
- *Two Stars* (SPS 80.0 – 99.9);
- *One Star* (SPS 60.0 – 79.9);
- *Academic Warning* (SPS 45.0 – 59.9); and
- *Academically Unacceptable* (SPS of below 45.0).

percent of student attendance—the ratio of aggregate days student attendance to aggregate days membership.

Percentile Rank of Average Standard Scores for national student norms—percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

reward eligibility— whether a school received a monetary reward by earning either the *Exemplary Academic Growth* label or the *Recognized Academic Growth* label and by showing growth for its high poverty and students with disabilities subgroups.

school—an institution that provides preschool, elementary, and/or secondary instruction; has one or more grade groupings or is non-graded; has one or more teachers to give instruction or care; is located in one or more buildings; and has an assigned administrator(s) (LDE and NCES).

School Improvement status— the level of School Improvement (if any) that the school is currently placed in.

School Performance Score (SPS)—the primary measure of a school's overall performance.

school type—the classification of schools into one of the four categories of schools (*elementary, middle/junior high, high, or combination schools*). This school type designation may differ from the three accountability school types (elementary/middle/junior high, high, and combination).